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ABSTRACT

This learning activities book contains guidance and counseling activities. It establishes goals for Nebraska middle/junior high and senior high schools covering three major areas--learning, personal/social, and career--with four separate goals under each area. After an introduction, the following information is included: Nebraska career guidance goals K-12; National Career Development Guidelines (NCDG) for high school and middle/junior high school students; companion materials; indicators for NCDG; and indicators for NCDG National Resources. Four sets of activities are provided: (1) understand and apply differences within and between occupation/career clusters in making career changes; (2) understand and apply knowledge of continuous changes of male/female roles as they relate to career choice; (3) understand and apply knowledge of personal interests, skills, and aptitudes to broad occupational areas and career clusters; and (4) understand and apply knowledge of the meaning of work to personal social contexts and career choice. Each activity may include the following: grade level; objective; procedures; evaluation methods; activity requirements--number of students, time, teaching approach, and materials and resources; worksheet(s); form(s); and resource and worksheet(s). Also included are a description of 2 Nebraska career information resources and a list of 10 National Career Information Resources. (NLA)

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"Putting the Pieces Together"

Learning Activities for Counseling and Guidance

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PUTTING THE PIECES TOGETHER

LEARNING ACTIVITIES
FOR
COUNSELING AND GUIDANCE

Published by

NEBRASKA CAREER INFORMATION SYSTEM
and
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INTRODUCTION

The Learning Activities Book contains activities that can be used in conjunction with the "Nebraska Career Guidance Program Handbook". This handbook establishes goals for elementary, junior, and senior high schools covering three major areas with four separate goals under each area. The areas and goals begin on page 2.

The Learning Activities Book addresses Area III, CAREER, expanding upon all four goals within this area. This edition was developed by reviewing activities in the Nebraska Career Guidance Program Handbook, adding activities to further meet the goals, and cross-referencing all activities to the goals. This edition provides activities for both middle/junior high and senior high school level goals.

CAREER GUIDANCE GOALS K-12

	ELEMENTARY GOALS	MIDDLE/JR.H. GOALS	HIGH SCHOOL GOALS
LEARNING	Learn about the school environment and learn to live in harmony with that environment.	Understand how the home/school environment relates to the community and state environment.	Apply knowledge of how the school environment relates to community and work environments.
	Learn about one's own strengths and abilities and how to learn most effectively.	Understand one's own strengths and abilities and how to learn most effectively.	Apply knowledge of one's own strengths and abilities in a variety of life tasks.
	Learn how to assess one's own learning needs and where and when to seek help.	Understand one's own learning needs and learning styles to effectively use community resources.	Apply knowledge of one's learning needs and learning styles to effective use of information networks.
	Learn about problem-solving skills.	Understand problem-solving skills and their application as it relates to their developmental needs.	Apply problem solving skills to Learning, Personal-Social, and Career decisions.
PERSONAL/ SOCIAL	Learn about attitudes and their affect on self, others, and the school and family environments.	Understands attitudes about self and others, the school and family environments, and their affect on one's behavior.	Apply the knowledge of attitudes about self and others, the school and family environments, and their affect on one's behavior.
	Learn about the concept of ongoing change in school, home, and community lives.	Understand the impact on ongoing changes in personal and academic life.	Apply the knowledge of ongoing change in making choices and developing plans.
	Learn about emotional, physical, and intellectual development and their influence on self and others behavior.	Understand physical, emotional, and intellectual growth and development and their influence on self and others.	Apply knowledge of physical, emotional, and intellectual growth and development in understanding the behavior of self and others.
	Learn about differences among people's cultures and lifestyles.	Understand the influences of differences among peoples cultures and lifestyles.	Apply the knowledge of cultural and lifestyles differences to one's life.
CAREER	Learn about different occupations/careers. (career clusters) Leisure time as opportunity for occupation/career.	Understand differences within and between occupation/career clusters.	Apply knowledge of differences within and between occupation/career clusters in making career choices.
	Learn about changing male/female roles.	Understand the affects of male/female roles on career choice.	Apply knowledge of continuous changes of male/female roles as they relate to career choice.
	Learn about one's own personal interests and preferences related to careers.	Understand personal interests, skills, and aptitudes as they relate to broad occupational areas.	Apply knowledge of personal interests, skills, and aptitudes to career choices.
	Learn about what it means to work.	Understand the meaning of work as it relates to personal social contexts.	Apply knowledge of the meaning of work to career choice.

THE NATIONAL CAREER DEVELOPMENT GUIDELINES

The National Career Development Guidelines initiative was sponsored by the National Occupational Information Coordinating Committee (NOICC). The intent was to involve career guidance and counseling leaders in a nationwide effort to foster excellence in career development programs for kindergarten through adult.

The National Career Development Guidelines serve as the basis for the development of guidelines for five educational levels and provide a framework for program review and improvement. The guidelines include specific competencies and performance indicators. Among other things, implementation of the guidelines will

- Strength in career development.
- Help students meet the goals identified in the competencies.
- Set up a structure for review and evaluation within career development programs.

The five educational levels are: elementary, junior/middle school, high school, postsecondary, and community and business organizations (adult). This publication deals with only junior/middle school and high school levels.

I. SELF KNOWLEDGE

COMPETENCY I: Understanding of the influence of a positive self-concept on career development.

The student will --

1. Identify and appreciate interests, abilities, strengths, weaknesses and other characteristics that are unique about him or herself.
2. Receive feedback from peers regarding his or her personal characteristics and grow in achieving a realistic perception of self.
3. Demonstrate an understanding of the way interests, abilities, strengths, weaknesses and other attributes relate to achieving personal, social, educational and career goals.
4. Demonstrate ability to accept him or herself as a total person with unique and worthy traits, characteristics and potential.
5. Demonstrate an understanding of environmental influences on one's behavior.
6. Demonstrate the ability to manage one's behaviors in developing and maintaining a healthy self-concept.

COMPETENCY II: Interpersonal and social skills required for positive interaction with others.

The student will --

1. Develop interpersonal skills necessary for harmony in relationships with others.
2. Demonstrate social skills, self-control, and respect for others.
3. Evaluate interpersonal behaviors and modify them, when appropriate, based on feedback from others.
4. Demonstrate interpersonal skills required for working with and for others in a work setting.
5. Describe appropriate employer and employee interactions in varying situations.
6. Demonstrate skills in expressing feelings, reactions and ideas in an appropriate way.

COMPETENCY III: Understanding of the interrelationship of emotional and physical development and career decision making.

The student will --

1. Describe how developmental changes in the life cycle affect physical and mental health.
2. Describe the effect of emotional and physical health on one's behavior and career-related decisions.

3. Demonstrate control of emotions and ways in which they are expressed.

4. Describe and demonstrate healthy ways of coping with emotional and stressful situations within oneself and others.

5. Implement appropriate coping skills when dealing with conflicts and stress.

6. Exhibit behaviors that are important in maintaining good physical and mental health.

II. EDUCATION AND OCCUPATION EXPLORATION

COMPETENCY I: Understanding of the interrelationship between educational achievement career planning, training and placement.

The student will --

1. Demonstrate the application of academic and vocational skills to the achievement of personal goals.

2. Relate achievement of academic and vocational skills to personal interests.

3. Describe the importance of academic and vocational skills for achieving desired life style, standard of living, and career choices.

4. Use knowledge and skills developed in academic and vocational disciplines in planning for career and life goals.

5. Demonstrate an understanding of how education relates to the selection of college majors, participation in further training and/or entry into the job market.

6. Recognize and acquire transferable skills that can apply to a variety of occupations and changing occupational requirements.

7. Relate essential learning skills to skills required in the work environment.

8. Formulate educational plans that reflect continued learning directed toward achieving career goals.

COMPETENCY II: Positive attitudes toward work and learning.

The student will --

1. Identify the positive contributions careers make to society.

2. Demonstrate knowledge of and an appreciation for the variety of occupations and their significance.

3. Demonstrate a positive attitude toward work as an integral part of one's life.

4. Demonstrate learning habits and skills that are integral to work and educational situations throughout life.

5. Demonstrate responsibility for work attitudes and habits in education and work situations.

6. Demonstrate positive work ethics and attitudes.

COMPETENCY III: **Skills for locating, evaluating and interpreting information about career opportunities.**

The student will --

1. Discuss the requirements of occupations related to interests and abilities and to high school and postsecondary education and training programs.

2. Use, understand, and interpret available handbooks, career materials, labor market information and computerized career information delivery systems developed and disseminated by national, state, and local agencies and commercial publishers to aid career exploration or to formulate tentative career choices.

3. Develop a career resource identification plan that reflects the ability to locate, evaluate, and interpret career information.

4. Use various classification systems that categorize occupations and industries (i.e., Dictionary of Occupational Titles).

5. Discuss the concept of career ladders as related to different levels of work in a career area.

6. Examine the aspects of self-employment, enterpreneurship as a possible form of employment.

7. Identify and talk with individuals working in a selected occupation who might be information resources, role models and mentors.

8. Recognize the influence of change in supply and demand for workers in different careers at the local, state and national level and the need to prepare for this i.e. life long learning/training.

9. Identify employment trends as they relate to training programs and employment in the state and local community.

10. Demonstrate an understanding of the impact of factors such as population, climate and geographic location on local occupational opportunities.

COMPETENCY IV: **Skills for preparing, locating, obtaining, maintaining and advancing in a job.**

The student will --

1. Demonstrate the ability to locate, interpret and use information about job openings and opportunities.

2. Demonstrate educational and vocational skills required for a full- or part-time job.

3. Demonstrate skills and behaviors necessary for a successful job interview.

4. Develop skills to correctly prepare a resume and complete job applications.

5. Identify employers for specific occupations and job openings.

6. Demonstrate employability skills necessary for entry into the labor market.

7. Develop skills to assess occupational and career opportunities in terms of working conditions, benefits and opportunities for advancement.

8. Explore the use of placement services to make a successful transition from high school to civilian employment, entry into the armed services, or postsecondary education/training leading to the attainment of individual career goals.

9. Demonstrate an understanding that job opportunities often require relocation to another city or state.

10. Develop skills necessary to function in life as a consumer and to manage one's personal finances.

COMPETENCY V: Understanding of how societal needs and functions influence the nature and structure of work.

The student will --

1. Describe the importance of careers as they affect values and life styles.

2. Describe how society's needs and functions influence the supply and demand of goods and services and the resulting impact on careers.

3. Differentiate among career opportunities on the basis of their contributions to the needs of society.

4. Describe occupational and industrial trends as they relate to training programs and employment in the state and local community.

5. List the community and state's major employers, the goods or services they produce and their overall impact on members of the community.

6. Demonstrate an understanding of the global economy and how it affects each individual.

III. CAREER PLANNING

COMPETENCY I: Skills in making decisions and choosing alternatives in planning for and pursuing educational and career goals.

The student will --

1. Accept responsibility for making educational and career choices and moving towards tentative career goals.

2. Accept responsibility for the consequences of decisions.

3. Evaluate personal abilities and limitations for meeting requirements for postsecondary education/training programs.

4. Make appropriate choices during high school that will lead to marketable skills for entry-level employment or to advanced training.

5. Identify and take required steps toward transitition from high school and entry into postsecondary education/training programs or the world of work.

6. Identify and take necessary steps to apply for and secure financial assistance for postsecondary education and training.

7. Demonstrate the effective use of time, effort and resources in making decisions.

8. Identify alternate courses of action in a given decision-making situation.

9. Describe factors that may influence educational and career decisions.

10. Relate the choice of high school and postsecondary courses to a career and educational plan.

11. Predict the effects one's career decisions may have on significant others and life styles.

COMPETENCY II: Understanding of the interrelationship of life roles and careers.

The student will --

1. Acquire a basic knowledge of life cycles and corresponding life styles.

2. Describe factors that determine life style such as socio-economic status, culture, values, career choice and work habits.

3. Describe ways in which one's career choice may affect future life styles.

4. Explain the contribution of a career to a balanced and productive life.

5. Describe ways in which roles in work, family and leisure are interrelated.

6. Examine different career patterns and their potential effect on family patterns and life styles.

7. Describe the importance of leisure activities in relation to careers.

8. Demonstrate ways that occupational skills and knowledge can be acquired through leisure activities.

COMPETENCY III: Understanding of the continuous changes in male/female roles and how they relate to career decisions.

The student will --

1. Identify factors that have influenced the changing work patterns of women and men during the last decade.

2. Identify evidence of sex sterotyping and sex bias in education programs and the world of work.

3. Develop attitudes, behaviors and skills that contribute to the elimination of sex sterotyping and sex bias.

4. Take courses appropriate to one's occupational choice, even if they are most often taken by members of the opposite sex.

5. Describe problems, adjustments and advantages of entering a nontraditional occupation.

COMPETENCY IV: Skills in career exploration and planning.

The student will --

1. Develop career plans that include the concept that a changing world demands lifelong learning.

2. Acquire knowledge of postsecondary vocational and academic programs.

3. Validate or revise the career and educational plan developed in middle school/junior high to coincide with developing career and educational plans and actual educational attainment.

4. Demonstrate an understanding of how constant changes in the world of work require frequent retraining and updating of employees.

5. Use school and community resources to explore education and career choices.

6. Describe the costs and benefits of self employment.

7. Acquire occupational-related skills through volunteer experiences, part-time employment and/or cooperative education programs.

8. Develop skills necessary to compare education and job opportunities in terms of occupational, training and continuing education benefits.

NATIONAL CAREER DEVELOPMENT GUIDELINES
For Middle and Junior High School Students

I. SELF KNOWLEDGE

COMPETENCY I: Knowledge of the influence of a positive self-concept on career development.

The student will --

1. Assess personal likes and dislikes.
2. Assess individual attributes required for successfully fulfilling different roles.
3. Describe how one's behavior influences the feelings and actions of others.
4. Identify environmental influences on attitude, behavior and aptitudes and how they help determine self-uniqueness.
5. Identify specific life experiences that are influenced by personal attributes and self-perceptions.
6. Demonstrate an understanding of self as it relates to the development of a positive self-concept.

COMPETENCY II: Skills for interacting with others.

The student will --

1. Demonstrate concern and respect for feelings and interests of others.
2. Develop coping skills acceptable to self and others.
3. Distinguish between self-characteristics and group characteristics in interrelationships.
4. Develop an appreciation for the similarities and differences among people.
5. Demonstrate tolerance and flexibility in interpersonal relationships and group participation.
6. Demonstrate skills in dealing with criricism.
7. Contribute to group activities by demonstrating competencies in interrelating with group members.
8. Relate one's beliefs and attitudes to the process of interpersonal communication and begin to identify one's own value system.
9. Demonstrate effective social skills.

COMPETENCY III: Knowledge of the importance of emotional and physical development on career decision making.

The student will --

1. Identify experiences that are significant emotional events.
2. Demonstrate positive ways of dealing with various emotions, conflicts and stress.

3. Identify internal and external sources of stress and conflict.

4. Direct emotions into socially acceptable behavior.

5. Demonstrate, appropriate ways of dealing with reactions of others under stress and conflict.

6. Describe changes that occur in the physical, psychological, social and emotional development of an individual.

7. Describe physiological and psychological factors as they relate to career development.

8. Describe the importance of career, family and leisure activities to the maintenance of mental, emotional, physical and economic well being.

II. EDUCATION AND CAREER EXPLORATION

COMPETENCY I: Knowledge of the relationship of educational achievement to career opportunities.

1. Describe the importance of academic and vocational knowledge and skills in the world of work.

2. Identify skills and knowledge taught in school subjects that are needed in various occupational clusters.

3. Assess individual strengths and weaknesses in the basic academic disciplines.

4. Implement a plan of action for increasing proficiency in basic educational skills based on individuals learning style needs.

5. Assess the skills needed to cope with changing occupational requirements.

6. Describe how changing personal, social and economic needs relate to continued learning and training.

7. Describe how continued learning enhances one's ability to achieve personal and career goals.

8. Understand how basic academic skills relate to the selection of major courses of study in high school.

9. Relate one's aptitudes and abilities to broad occupational areas.

COMPETENCY II: Understanding of the attitudes necessary for success in work and learning.

The student will --

1. Understand that success and failure in academic areas are important aspects of learning.

2. Demonstrate effective learning habits and skills.

3. Demonstrate an understanding of the importance of personal traits to job success.

4. Relate personal attitudes, beliefs, interests and abilities and traits to a variety of occupations.

COMPETENCY III: Skills for locating, understanding and using career information.

The student will --

1. Identify various ways occupations can be classified.

2. Identify a number of occupations within an occupational classification or cluster for exploration.

3. Identify sources of information for obtaining knowledge about careers that he/she is interested in exploring, including small business ownership.

4. Identify individuals in occupations who might be an information resource or role model.

5. Identify skills that are transferable from one occupation to another.

6. Identify sources of employment in the local community.

COMPETENCY IV: Knowledge of skills necessary to obtain and maintain a job.

The student will --

1. Relate the importance of personal qualities (i.e., dependability, punctuality, getting along with others, etc.) to getting and keeping a job.

2. Understand terms and concepts used in describing employment opportunities and conditions.

3. Complete a job application form in a satisfactory manner.

4. Demonstrate the skills and attitudes essential for a successful job interview.

5. Demonstrate knowledge of the content of various courses that teach marketable skills.

COMPETENCY V: Understanding of how careers relate to needs and functions of the economy and society.

The student will --

1. Discuss the variety and complexity of occupations.

2. Explain the importance of a variety of occupations and describe their place in society.

3. Describe how economic and societal needs and the work performed by the members of society are related.

4. Demonstrate knowledge of the economic contributions careers make to society.

5. Describe the effects that societal changes, economic changes and technology advancement have on occupations.

III. CAREER PLANNING

COMPETENCY I: Skills in making decisions and choosing alternatives in planning for and pursuing tentative educational and career goals.

The student will --

1. Identify advantages and disadvantages of different types of secondary and postsecondary educational and training programs.

2. Demonstrate knowledge of the requirements for entering secondary and postsecondary educational and training programs.

3. Describe one's current life context as it relates to career decisions.

4. Clarify personal beliefs and attitudes and explain how they affect decision making.

5. Describe career development as a continuous process with sequential series of choices.

6. Implement a strategy for career decision making.

7. Identify possible consequences of decisions.

8. Select school courses that reflect educational and career interests.

9. Describe how the expectations of others affect one's career plans.

10. Project decisions one will face in the future and describe means of facing them.

11. Identify ways in which decisions about education and work relate to other major life decisions.

COMPETENCY II: Knowledge of the interrelationship of life roles and careers.

The student will --

1. Identify ways in which different work and family patterns may require different kinds and amounts of energy, participation, motivation and talent.

2. Identify ways in which one performs work roles at home that satisfy needs of the family.

3. Identify personal goals that might be satisfied through a combination of work, community, social and family roles.

4. Assess personal leisure time choices in relationship to one's developing life style and relate these to the attainment of future educational and career goals.

5. Discuss advantages and disadvantages of various life styles.

6. Describe the interrelationships between family, career choice and leisure and their influence on earnings and one's life stye.

COMPETENCY III: Understanding of how sex-role stereotyping, bias and discrimination limit career choices, opportunity and achievement.

The student will --

1. Describe stereotypes, biases, and discriminatory behaviors that may limit choices, opportunities and achievement for women and men in certain occupations.

2. Describe problems, adjustments and advantages of entering a nontraditional occupation.

3. Understand the importance of taking courses related to career interests, even though they may be most often taken by members of the opposite sex.

COMPETENCY IV: Understanding of the process of career exploration and planning.

The student will --

1. Describe the meaning of career planning and what resources are available in the career center.

2. Demonstrate knowledge of vocational exploratory and introductory programs.

3. Identify tentative life and career goals.

4. Select school courses that meet one's developmental needs in terms of aptitudes and interests.

5. Acquire knowledge of academic and vocational programs offered at the high school level.

6. Become aware of and observe skills needed in a variety of occupations, including owning one's own business.

7. Identify strategies of managing personal resources (talents, time, money) to effect the achievement of educational and tentative career goals.

8. Complete an individual education and career plan for middle/junior high school, high school, and postsecondary education and training.

COMPANION MATERIALS

The **Nebraska School Counseling Program Guide** is a tool to assist school districts develop, implement, and evaluate comprehensive and systematic counseling programs. The guide details activities to define their view of a comprehensive counseling program and determine the extent to which their school district is offering such a program. Suggested program components include Counseling Curriculum, structured developmental experiences presented through classroom and group activities; Individual Student Planning, activities to help students plan, monitor, and manage their own learning and personal and career development; Responsive Services activities to meet immediate needs and concerns of students; and System Support activities that maintain and enhance the total counseling program.

Two Educational Service Units field tested this guide during school year 1990-1991.

For more information on this project, contact:

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The **Nebraska Career Guidance Program Handbook** preceded the **Program Guide** and cross-referenced the NOICC Guidelines. It contains learning activities by grade level that will aid students in identifying strengths, developing skills, and gaining an awareness of the interrelationships with home, school, and community. The handbook provides developmental goals for elementary, middle/junior high, and secondary students and evaluation methods to measure the learning outcomes.

Twenty-two schools were field test sites for the **Nebraska Career Guidance Program Handbook.** For more information on this project, contact:

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CROSS-REFERENCE TABLES

The following cross-reference tables can assist in using career information effectively. The first matches Nebraska career information resources to the relevant parts of the National Career Development Guidelines. The second does the same with national career information resources.

The Roman numeral refers to the Competency and the Arabic number refers to the indicator for the competency. See the "Resources" section in this book for descriptions of the materials.

* NEBRASKA Career Information meets the National Guidelines: A Cross-Reference Table for Curriculum Planning

INDICATORS FOR NATIONAL CAREER DEVELOPMENT GUIDELINES		QUEST	School-Sort	Micro-SKILLS	Occupations	Programs	Schools	Financial Aid	Military	Entrepreneurship	Job Search	Industry	Careers and Education In Nebraska
I:3	Demonstrate an understanding of how interests, abilities, strengths, weaknesses, and other attributes relate to achieving personal, social, educational, and career goals.	●											
IV:3	Describe the importance of academic and vocational skills for achieving desired life style, standard of living, and career choices.	●		●	●								
IV:5	Demonstrate an understanding of how education relates to the selection of college majors, participation in further training, and/or entry into the job market.				●	●							●
IV:6	Recognize and acquire transferable skills that can apply to a variety of occupations and changing occupational requirements.			●									
IV:8	Formulate educational plans that reflect continued learning directed toward achieving career goals.		●		●	●	●	●					
V:2	Demonstrate knowledge of and an appreciation for the variety of occupations and their significance.				●								●
VI:1	Discuss the requirements of occupations related to interests and abilities and to high school postsecondary education and training programs.	●			●	●							
VI:2	Use available handbooks, career materials, labor market information, and computerized career information delivery systems developed and disseminated by national, state, and local agencies and commercial publishers to aid career exploration or to formulate tentative career choices.	●	●	●	●	●	●	●	●	●	●	●	●
VI:3	Use various classification systems that categorize occupations and industries. (e.g., Dictionary of Occupational Titles)	●			●				●			●	
VI:5	Examine the aspects of self-employment, entrepreneurship as a possible form of employment.									●			
VI:7	Recognize the influence of change in supply and demand for workers in different careers at the local, state, and national level.				●								●
VI:8	Identify employment trends as they relate to training programs and employment in the state and local community.				●								●

*From the Nebraska Career Information System (NCIS)

* NEBRASKA Career Information meets the National Guidelines: A Cross-Reference Table for Curriculum Planning

INDICATORS FOR NATIONAL CAREER DEVELOPMENT GUIDELINES		QUEST	School-Sort	Micro-SKILLS	Occupations	Programs	Schools	Financial Aid	Military	Entrepreneurship	Job Search	Industry	Careers and Education In Nebraska
VI:9	Describe the impact of factors such as population, climate, and geographic location on local occupational opportunities.	●			●								●
VII:1	Demonstrate the ability to locate, interpret, and use information about job openings and opportunities.									●			
VII:3	Demonstrate skills and behaviors necessary for a successful job interview.									●			
VII:4	Develop skills in preparing correctly a resume and complete job application.									●			
VII:7	Develop skills to assess occupational and career opportunities in terms of working conditions, benefits, and opportunities for advancement.				●								
VIII:2	Describe how society's needs and functions influence the demand and supply of goods and services and the resulting impact on careers.				●								
VIII:4	Describe occupational and industrial trends as they relate to training programs and employment in the state and local economy.				●							●	●
VIII:6	Demonstrate an understanding of the global economy and how it affects each individual.				●								●
IX:5	Identify and take required steps toward transition into postsecondary education/training programs or the world of work.				●	●	●	●			●		
IX:6	Identify and take necessary steps to apply for and secure financial assistance for postsecondary education and training.							●					
IX:9	Project and describe factors that may influence educational and career decisions.	●	●		●								●
XII:2	Acquire knowledge of postsecondary vocational or academic programs.					●							
XII:4	Demonstrate an understanding of how constant changes in the world of work require frequent retraining and updating of employees.				●								●
XII:5	Use school and community resources to explore education and career choices.	●	●	●	●	●	●	●	●	●	●	●	●
XII:6	Describe the costs and benefits of self employment.									●			

*From the Nebraska Career Information System (NCIS)

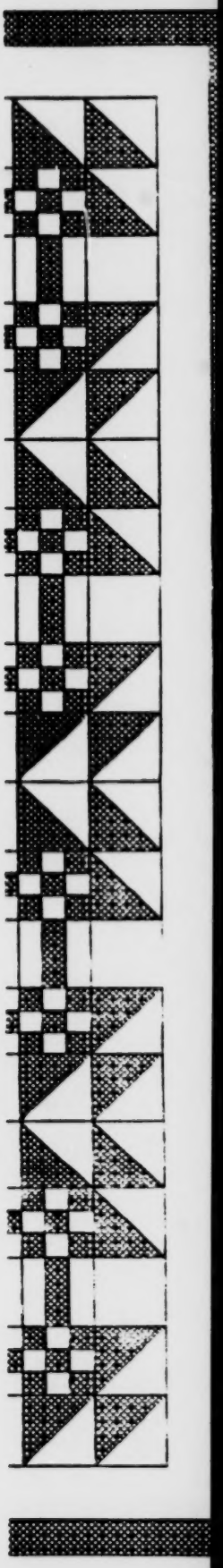
NATIONAL Career Information meets the National Guidelines: A Cross-Reference Table for Curriculum Planning

INDICATORS FOR NATIONAL CAREER DEVELOPMENT GUIDELINES		Occupational Outlook Handbook	Occupational Outlook Quarterly	Occupational Projections & Training Data	Military Career Guide	Dictionary of Occupational Titles	Guide for Occupational Exploration	U.S. Industrial Outlook	Standard Industrial Classification	Standard Occupational Classification Manual
I:3	Demonstrate an understanding of how interests, abilities, strengths, weaknesses, and other attributes relate to achieving personal, social, educational, and career goals.				●		●			
IV:3	Describe the importance of academic and vocational skills for achieving desired life style, standard of living, and career choices.									
IV:5	Demonstrate an understanding of how education relates to the selection of college majors, participation in further training, and/or entry into the job market.	●	●	●	●		●			
IV:6	Recognize and acquire transferable skills that can apply to a variety of occupations and changing occupational requirements.	●				●	●			
IV:8	Formulate educational plans that reflect continued learning directed toward achieving career goals.									
V:2	Demonstrate knowledge of and an appreciation for the variety of occupations and their significance.	●	●		●	●	●			●
VI:1	Discuss the requirements of occupations related to interests and abilities and to high school postsecondary education and training programs.									
VI:2	Use available handbooks, career materials, labor market information, and computerized career information delivery systems developed and disseminated by national, state, and local agencies and commercial publishers to aid career exploration or to formulate tentative career choices.	●	●	●	●		●			
VI:3	Use various classification systems that categorize occupations and industries. (e.g., Dictionary of Occupational Titles)					●	●		●	●
VI:5	Examine the aspects of self-employment, entrepreneurship as a possible form of employment.	●	●				●			
VI:7	Recognize the influence of change in supply and demand for workers in different careers at the local, state, and national level.	●	●	●	●			●		
VI:8	Identify employment trends as they relate to training programs and employment in the state and local community.									

NATIONAL Career Information meets the National Guidelines: A Cross-Reference Table for Curriculum Planning

INDICATORS FOR NATIONAL CAREER DEVELOPMENT GUIDELINES		Occupational Outlook Handbook	Occupational Outlook Quarterly	Occupational Projections & Training Data	Military Career Guide	Dictionary of Occupational Titles	Guide for Occupational Exploration	U.S. Industrial Outlook	Standard Industrial Classification	Standard Occupational Classification Manual
VI:9	Describe the impact of factors such as population, climate, and geographic location on local occupational opportunities.	●	●							
VII:1	Demonstrate the ability to locate, interpret, and use information about job openings and opportunities.	●	●	●	●			●		
VII:3	Demonstrate skills and behaviors necessary for a successful job interview.	●	●				●			
VII:4	Develop skills in preparing correctly a resume and complete job application.	●								
VII:7	Develop skills to assess occupational and career opportunities in terms of working conditions, benefits, and opportunities for advancement.	●	●		●					
VIII:2	Describe how society's needs and functions influence the demand and supply of goods and services and the resulting impact on careers.	●	●					●		
VIII:4	Describe occupational and industrial trends as they relate to training programs and employment in the state and local economy.									
VIII:6	Demonstrate an understanding of the global economy and how it affects each individual.	●	●					●		
IX:5	Identify and take required steps toward transition into postsecondary education/training programs or the world of work.	●	●		●		●			
IX:6	Identify and take necessary steps to apply for and secure financial assistance for postsecondary education and training.	●								
IX:9	Project and describe factors that may influence educational and career decisions.	●	●	●	●		●	●		
XII:2	Acquire knowledge of postsecondary vocational or academic programs.	●	●	●	●		●			
XII:4	Demonstrate an understanding of how constant changes in the world of work require frequent retraining and updating of employees.	●	●		●		●	●		
XII:5	Use school and community resources to explore education and career choices.	●	●		●		●			
XII:6	Describe the costs and benefits of self employment.	●	●				●			

UNDERSTAND AND APPLY KNOWLEDGE OF DIFFERENCES WITHIN AND BETWEEN OCCUPATION/CAREER CLUSTERS IN MAKING CAREER CHOICES



OCCUPATIONAL CHARADES

GRADE LEVEL
Ninth Grade

OBJECTIVE
To have students think what people do when they are working.

To expose students to jobs with which they may not be familiar.

PROCEDURES
1. Put over 75 different jobs on cards, one job per card.

2. Divide students into two teams. A student from a team draws a card (face down) and acts out the job. The only prop allowed is a chair and no sounds are allowed from the person acting out the job.

3. Keep track of the time required to have the teammates guess the job. A student cannot take over 60 seconds or time is called.

4. This activity is used at the end of each class during the occupational unit. At the end of the unit, the team with the fewest seconds wins.

EVALUATION METHODS
Students will act out activities of an occupation.

ACTIVITY REQUIREMENTS:

Number of Students	10-30
Time	As much as the teacher wants to allow for this activity
Teaching Approach	Group, Teams
Materials and Resources	Stopwatch, index size cards

Dennis Irwin, McCook Junior High School, McCook, Nebraska

PANEL

GRADE LEVEL
Ninth Grade

OBJECTIVE
To learn accurate and current information concerning occupations.

PROCEDURES

1. Each class has 5 individuals sit in on a panel and discuss their occupations for about 5 minutes-training, advantages/disadvantages, salary range, etc.

2. Panel members are different people from the community. If there is someone on the panel that a student from another class would like to hear, they can get permission to come into the other class and listen.

3. As part of the 5 week unit on occupations, students write a term paper on a job that interests them. They can then spend one afternoon observing and talking with someone that is in that occupational field.

EVALUATION METHODS
Students will be aware of occupations in their community.

ACTIVITY REQUIREMENTS:

Number of Students	10-30
Time	One class period
Teaching Approach	Group
Materials and Resources	Name plates or tags, NCIS, videotapes, audiotapes, *Occupational Outlook Handbooks, Finney Occupational Guidance,* etc.

Dennis Irwin, McCook Junior High School, McCook, Nebraska

CAREERS AS HEALTH TECHNICIANS

GRADE LEVEL
Junior/Middle/Senior

OBJECTIVES
To identify specific entry-level skills required of health technicians and technologists.

PROCEDURES
1. Have the student obtain the description of health technicians and science technicians.

2. Using the information about these occupations, have the students list five occupational specialties that interest them (e.g., EEG technicians, respiratory therapists, medical technologists).

3. Ask the students to obtain a list of all schools in Nebraska with related training programs.

4. Using the yellow pages, have the students locate 10 potential employers for the occupations they have identified as interesting to them. Some phone calls may be necessary to verify that people in the selected specialty are actually employed at the sites. Speakers may be invited to the class to speak about the occupations.

6. Ask students to hypothetically choose one specialty they would consider entering. Have students list entry level skills and select a related training program at a specific school. Have them select one of the potential employers. Have students write a paragraph with their selections, giving reasons for their choices.

NOTE: This activity may easily be adapted to explore specialties in other occupations.

EVALUATION METHODS
Students will list the entry level skills required for their chosen occupation.

ACTIVITY REQUIREMENTS:

Number of Students	1-30
Time	1-2 class periods
Teaching Approach	Individual activity with optional guest speaker
Materials and Resources	*NCIS system, Occupational Outlook Handbook,* Telephone Directory-yellow pages, Guest speakers

COMMERCIAL KITCHENS

GRADE LEVEL
Junior/Middle/Senior

OBJECTIVES
To identify the many types of employment available in the food service cluster.

PROCEDURES
1. Arrange a field trip to a commercial kitchen, and prepare a list of jobs completed in that kitchen.

2. Inform the class of the visit. Have students research those jobs discussed in class by using NCIS or other occupational information. Discuss the variety of jobs available, the training necessary, working conditions expected, and the questions one might ask.

3. Students will also research the various training programs.

4. Have students (through observation, questioning, and interviewing on the field trip) gather information, identify and compare roles, and describe conditions in which home kitchens compare and contrast to kitchens engaged in quantity food preparation.

5. Students will also check their research findings through the personal contact with people in the food service cluster during the field trip.

EVALUATION METHODS
Students will explain how commercial kitchens differ from home kitchens and list three jobs available in a commercial kitchen.

ACTIVITY REQUIREMENTS:

Number of Students	1-30
Time	2 class periods
Teaching Approach	Group discussion and field trip
Materials and Resources	*NCIS User's Handbook, NCIS system*

CREATIVITY AND YOUR CAREER

GRADE LEVEL
Junior/Middle/Senior

OBJECTIVES
To identify occupations requiring creativity in using ideas and expressing feelings.

PROCEDURES

1. Discuss how creativity relates to art and how artistic ability and training can contribute to a persons's creative ability in a career.

2. Have one student answer QUEST Question #8 with "YES ONLY" and read the occupation titles to the class. These occupations call for creativity.

3. Discuss the types of occupations which are listed:

   A. Do any seem directly art-related? Which ones?

4. Have each student research one of the art-related careers. The students should include a discussion of how creativity is used in the job.

5. Have the students present the research as a written or oral report.

6. Discuss how the ability to be creative in one's job can lead to job satisfaction. The pressure side of "needing to be creative" could also be presented.

EVALUATION METHODS
Students will list several occupations requiring creativity in using ideas and expressing feelings.

ACTIVITY REQUIREMENTS:

Number of Students	1-30
Time	2-3 class periods
Teaching Approach	Individual and group activity
Materials and Resources	*NCIS User's Handbook, NCIS system, Occupational Outlook Handbook,* Occupational brochures

FINDING OUT ABOUT CAREERS IN PHYSICAL EDUCATION

GRADE LEVEL
Junior/Middle/Senior

OBJECTIVES
To identify three different occupations in the physical education area; and to describe education requirements and post high school training programs.

PROCEDURES
1. Have students search the *User's Handbook* for occupations related to physical education, or read them the list of occupations below. Have students mark the appropriate occupations in their handbook for later reference.

   SELECTED OCCUPATIONS RELATED TO PHYSICAL EDUCATION
   - Athletic Trainers
   - Chiropractors
   - Instructional Coordinators
   - Physical Therapists
   - Professional Athletes
   - Radio & Television Announcers (sportscasters)
   - Recreation Workers
   - Recreation and Entertainment Managers
   - Teachers, Elementary & Secondary (P.E. teachers)
   - Writers and Editors (sportswriters)

2. Have students mark the Programs of Study for Physical Education and Health Education in the handbook list.

3. After marking these occupations and programs in their handbooks, have them form small groups.

4. Tell the students to choose occupations for research.

5. Using printed information:

   A. Have the students prepare short descriptions of the three occupations.

   B. Ask the students to identify the major education requirements for each occupation.

   C. Tell the students to identify, when appropriate to the occupation, two or three post-high school training programs.

6. Have students arrange a visit to interview someone employed in one of the three occupations chosen. Remind students to use the *Questions For An Occupational Visit*.

7. After completing the interview have class members compare their interview observations with their research into the occupations.

EVALUATION METHODS

Students will list 3 different occupations related to physical education and describe the educational requirements and post high school training program.

ACTIVITY REQUIREMENTS:

Number of Students	1-30
Time	2-3 class periods
Teaching Approach	Individual and small group activity
Materials and Resources	*NCIS User's Handbook, NCIS system, Questions For An Occupational Visit*

QUESTIONS FOR AN OCCUPATIONAL VISIT

You may want to visit someone and talk about a particular line of work. You may also be able to see where the person works. Most people like to talk about their work, so you do not need to be nervous about contacting someone.

Before you go for the visit, you should become generally familiar with the occupation. The *OCCUPATIONAL DESCRIPTION* or other material will help you.

The following are some questions which are often used in occupational interviews:

1. What is your job like?
   A typical day: What do you do?
   What kinds of problems do you deal with?
   What kinds of decisions do you make?

2. What are the most important personal satisfactions and dissatisfactions connected with your occupation?

3. What social obligations go along with a job in our occupation?
   Are there organizations you are expected to join?
   Are there other things you are expected to do outside of work hours?

4. What things did you do before you entered this occupation?
   Which have been most helpful?
   What other jobs can you get with the same background?

5. What sorts of changes are occurring in your occupation?

6. How does a person progress in your field?
   What is the best way to enter this occupation?
   What are the advancement opportunities?
   What are the major qualifications for success in this particular occupation?

If you decide to follow this occupation, you should remember that every job, even in the same field, is slightly different.

HOW WELL DO YOU KNOW YOUR PARENTS?

GRADE LEVEL
Junior/Middle/Senior

OBJECTIVES
To compare student perceptions of parents' interests with actual interests and occupational choice.

PROCEDURES

1. Have the students complete QUEST as if they were one of their parents (or significant adult in their life). They should also get a QUEST questionnaire for the parent and ask their parent to fill it out.

2. Ask students to interview their parent to identify how they have responded to QUEST. Students should make special note of ways their responses differ from the parent. Students are encouraged to discuss "why" their perceptions differ.

3. A follow-up discussion should take place in class after most students have completed their interview. Discussion questions might include:

   A. On what QUEST items did the students' responses differ most from the parents'? On which items were they the same?

   B. What are the reasons for differing perceptions?

   C. In what ways do parents influence the students' answers to the QUEST items?

   D. In general, how do the parents influence the students' career choice?

EVALUATION METHODS
Students can explain how interests may relate to career choice.

ACTIVITY REQUIREMENTS:

Number of Students	1-30
Time	2 class periods, and time for discussion between student and parent
Teaching Approach	Individual and large group activity
Materials and Resources	*NCIS User's Handbook*

IF ONLY

GRADE LEVEL
Junior/Middle/Senior

OBJECTIVES
To identify positive/negative aspects of occupations and how changing attitudes/ circumstances affect them.

PROCEDURES

1. Have students individually complete Parts I and II of the *IF ONLY....WORKSHEET.*

2. Invite a panel of people in different occupations to speak to the class about their jobs without naming the career in which each works, nor the job name (a maximum of five minutes for each to talk about such things as interesting/uninteresting job duties, work environment, preparation for job, and how they keep from being bored). To assist speakers, develop 5-6 standard questions to help format their talks.

3. Have students guess each speaker's occupation with a short explanation of the kinds of evidence that led to the guess.

4. Ask speakers to identify their job name and company and to do any necessary clarification to summarize the presentation.

5. Have students individually complete Part III of the worksheet.

6. Summary discussion questions:

   A. What makes work meaningful to people; how can this be maintained?

   B. When/why is it necessary for work to be meaningful?

EVALUATION METHODS
Students should be able to identify positive/negative aspects of career choices.

ACTIVITY REQUIREMENTS:

Number of Students	Group activity
Time	1-2 class periods
Teaching Approach	Worksheet/Panel Discussion
Materials and Resources	*NCIS System,Occupational Outlook Handbook, If Only....Worksheet*, Speakers for a panel presentation

IF ONLY....WORKSHEET

PART I: Look through your *User's Handbook*. Choose an occupation that would probably be the last one on earth you'd choose to do.

1. The name and code number of this occupation is: _____

2. Go to the NCIS system, *Occupational Outlook Handbook* or other resource to find a description.

3. If this were the only occupation you could have, then you would really need to do well in this job because you need the money, possible raises and good recommendations for future jobs. You must remain in this job for at least three consecutive years. How can you create a pleasant, meaningful experience for yourself in this occupation? List five suggestions:

   A. _____
   B. _____
   C. _____
   D. _____
   E. _____

PART II: Go through your *User's Handbook* again. Now choose an occupation that you think would be the very best one.

1. This occupation name and code number is: _____

2. Go to the NCIS system, *Occupational Outlook Handbook* or other resource to find a description.

3. List five situations that would make you dislike this job:

   A. _____
   B. _____
   C. _____
   D. _____
   E. _____

PART III: After listening to the classroom speakers, choose one for which the following questions are to be answered:

1. The speaker's name and occupation is:_____
   _____

2. The speaker was enthusiastic about the occupation because:

_____
_____
_____

3. The speaker was unenthusiastic about the occupation because:

_____
_____
_____

4. What could you recommend that this person do to make the occupation even more meaningful?_____
_____
_____
_____

ME AND MY MATH

GRADE LEVEL
Junior/Middle/Senior

OBJECTIVES
To develop an awareness of how attitudes and mathematical abilities affect occupational choices.

PROCEDURES
1. Distribute to *Me and My Math Worksheet.* Direct the students to complete QUEST. Have the students enter their responses on the NCIS program.

2. If the student is interested in specific "math-heavy" or "math-light" occupations, the command LIST should be used after the computer has provided the number or remaining occupations. (See procedures #2 and #4 in the *Me and My Math Worksheet*). The students could get the lists of occupations related to each response in QUEST-Question #13 from the computer.

NOTE: *The Me and My Math Worksheet* can be adapted for other subject areas by changing the QUEST question to which students are directed; for example, the English/Language Arts teacher may want to direct students to Question #12; the Industrial Arts teacher may want to direct students to Question #10.

EVALUATION METHODS
Students will list several occupations of interest to them and describe the level of math ability required.

ACTIVITY REQUIREMENTS:

Number of Students	1-30
Time	approximately 1 class period
Teaching Approach	Individual activity
Materials and Resources	*NCIS User's Handbook, NCIS system, Me and My Math Worksheet*

ME AND MY MATH WORKSHEET

NOTE: It's not always easy to relate your classroom experiences to your future. This particular worksheet directs your use of NCIS to illustrate how your attitude about your math ability affect your career choices and preparation.

1. Answer QUEST Questions #1-12. The computer will provide you with the number of occupations remaining on your list. What is this number?_____

2. Question #13 will appear. Answer it with your estimation of your mathematical abilities. Press the return key. The computer will provide you with the number of occupations remaining on your list. What is the number?_____

3. Finish answering the QUEST questionnaire. How many occupations are listed? ___ _____

4. Follow the computer directions to change your answer to Question #13 to NH (Do this only if your original answer was not NH.) What is the number of occupations that the computer provides? _____

5. How does your attitude about your mathematical abilities affect the number of occupational choices available on your printout?_____ _____

6. Are you satisfied with the way in which your occupational choices are affected by your attitudes toward your mathematical abilities? Yes _____ No _____

If you are not satisfied, what are you willing to do to create a change with which you will be satisfied? (It may be interesting for you to discuss this question with your math teacher.)

PROPOSAL_____ _____

OCCUPATIONAL RESEARCH PAPER

GRADE LEVEL
Senior

OBJECTIVES
To become familiar with NCIS, to complete an occupational research paper, and obtain an printout of information related to one occupation.

PROCEDURES
1. Before students begin, explain how to use NCIS, and provide an overview of the kinds of information found in specific files.

2. Ask the students to use QUEST to identify a list of occupations in which they have demonstrated ability.

3. Encourage the individual to use NCIS to do further research on occupations related to the chosen areas of interest.

4. Have students complete a research paper on their selected occupation using the outline and materials made available.

NOTE: If students already have specific occupations in mind, step #1-3 could be omitted.

EVALUATION METHODS
Students will complete a term paper describing a chosen occupation.

ACTIVITY REQUIREMENTS:

Number of Students	1-30
Time	The time allotment will need to be flexible.
Teaching Approach	Individual activity
Materials and Resources	*NCIS User's Handbook,* NCIS system, *Occupational Outlook Handbook, Occupational Research Paper Worksheet*

OCCUPATIONAL RESEARCH PAPER WORKSHEET

Complete the blanks or underline either Yes or No. Use additional pages if necessary.

Cluster in which the occupation is found _____

Name of the particular occupation _____

Duties of the Job (List minimum of five duties):

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Skills needed for the Job (typing, cooking, writing, etc)

1. _____
2. _____
3. _____
4. _____
5. _____

What courses in high school would help to prepare you for this Job?

_____

_____

_____

What schools offer training for this job?

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Aptitudes need for the job (list a minimum of five.)

1. _____

2. _____

3. _____

4. _____

5. _____

Outlook for workers in this job:

Are additional workers needed now in this occupation?

Yes __ or No __

Will still more workers be needed in the future?

Yes __ or No __

Do you consider changes for employment in this field bright, stable, or non existent? (Underline the one which applies and describe briefly.)

_____

_____

_____

Earnings:

Beginning wage (Indicate per hour, per week, or per year)

_____ per _____

Other Benefits:

1. _____

2. _____

Hours of Work:

How many hours on the average would one work in this job?

1. Daily ___
2. Weekly ____

Is the employment seasonal in nature?

Yes __ or No __

Health and Safety:

Are there health hazards involved?

Yes __ or No __

If yes, what kind? _____

_____

Employee Organizations of a full-time worker.

Would you be expected to join a union or other employee organizations?

Yes __ or No __

How does this job interest you?

Appealing ___ Disappointing ___ No Interest ___

Why? Be specific _____

_____

_____

_____

PASSWORD TO CAREERS

GRADE LEVEL
Junior/Senior

OBJECTIVES
To use the NCIS system to retrieve occupational information and to develop vocabulary building skills (pronunciation, comprehension, synonyms.)

PROCEDURES

1. Divide class into teams of two.

2. Have each team submit 10 words from the *User's Handbook* (commands, occupation names, etc.). Each word is to be legibly written on two index cards with the pronunciation, definition and sentence containing the designated word. It is important that the two index cards of the word contain identical information. Have each set of words clipped together--these words become the passwords of the game.

3. Collect these sets of words; if this is being used as a Language Arts activity, check cards for definition and usage; place cards in container.

4. Physical arrangements: arrange one table with two chairs on either side of the podium in the front of the room.

5. Game roles: one moderator (student or teacher) to validate/invalidate clues, keep track of turns and points; one timer with stopwatch to make sure that 10 second time limits are kept; one sender and one receiver of clues within each team (these roles alternate with each new password.

6. Game objective: to be the first team to attain 25 points by having the designated receiver say the password with the least number of clues.

7. Game procedures:

   A. Select two teams to begin the game and have them seated in the front of the room on either side of the moderator.

   B. The moderator draws a pair of words (kept in the container) and gives one card to each of the designated senders; the sender on the moderator's right is responsible for giving the first clue (these clues may neither contain nor be contained within the password); each sender has 10 seconds to give a clue and the receivers have 10 seconds within which to give their response.

C. If the receiver says the password on the first clue, that pair receives 10 points; if the wrong word is said, it is the other pair's turn to give a clue and response; if the password is said on this second clue, its point value is 9--this pattern of alternating turns continues until the password is said or until the point value decreases to "O"; when this occurs, a new set of words is drawn by the moderator and the pair with the least number of points is responsible for giving the first clue.

D. Game continues until one team attains 25 points. When this occurs the game continues with another two teams and/or "Lightning Round." (The original television Password game has a "Lightning Round" during which the winning pair had the opportunity to gain an additional 25 points. This was achieved by giving the designated sender in the pair 30 seconds in which to have its receiver say five new passwords with appropriate clues. This "Lightning Round" concept can be adapted to this classroom adaptation of this game.)

E. After all teams have had an opportunity to play, conduct playoffs with two categories: winning teams and losing teams (this maintains minimal drop-off attentiveness rates in the teams that lose).

F. New words may need to be written throughout the game. With game experience students become more selective with words, and improve their writing of definitions and sentences.

EVALUATION METHODS

Students will list and define five of the passwords.

ACTIVITY REQUIREMENTS:

Number of Students	teams of two
Time	2-3 class periods or once a week at a designated time until the game is completed.
Teaching Approach	Group activity
Materials and Resources	*NCIS User's Handbook*, dictionaries, 3 x 5 index cards, container for index cards, stopwatch

TEENS TODAY

GRADE LEVEL
Eighth/Ninth Grade

OBJECTIVES
To introduce students to the variety of occupations in the state and heighten their awareness of related information such as salary, training, demand, employment projections, schools, and training sites.

PROCEDURES
1. Have each student fill out the *Teens Today Worksheet* using the *Careers and Education In Nebraska*. Students may also use the *NCIS User's Handbook* for the numbers and list of additional occupations titles. Then access the Occupational information by using the computer or the *NCIS Occupations* books.

2. After completing the worksheet have each student fill out the QUEST questionnaire and compare the two lists.

EVALUATION METHODS
Students will be able to utilize Nebraska career information resources to locate occupations of interest.

ACTIVITY REQUIREMENTS:

Number of Students	1-30
Time	48-60 minutes
Teaching Approach	Individual, Group
Materials and Resources	NCIS system, *Careers and Education In Nebraska*, *Teens Today Worksheet*

TEENS TODAY WORKSHEET

Name_____

(Use the *Careers and Education In Nebraska* as your reference and fill in or answer the following:

1. Choose five occupations that interest you. Write them down, and then answer these questions.

Occupations	a.	b.	c.
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

   a. What is the employment outlook analysis for Nebraska the next year for each occupation?

   b. What is the suggested length of training for each occupation?

   c. Write out completely the job description for three of these occupations. (use back)

2. List four occupations that require only on-the-job training._____

   _____

3. List three jobs that require a Bachelors degree or more. _____

   _____

4. List three jobs that require a doctorate. _____

   _____

5. List five jobs in which average pay is less than $6.00 per hour. _____

   _____

   _____

6. How many colleges and universities are there in Nebraska? _____

7. How many community colleges are there in Nebraska?_____

8. List five career schools that interest you or that you have never heard of before.

_____

_____

_____

_____

9. Which occupations will grow the most in Nebraska in upcoming years.

_____

TO TELL THE TRUTH

GRADE LEVEL
Junior/Middle/Senior

OBJECTIVES
To use NCIS and other career resources in order to find occupational information.

PROCEDURES
1. Divide the class into small groups.

2. Have each group select an occupation and research it for all possible information.

3. Ask each group to write an affidavit to be read to the class.

4. The class questions each group or panel, one at a time. Rules are according to television's "To Tell the Truth." One student, when questioned, will give factual information; the other panel members will give less factual information.

5. At the end of a given amount of questioning, have class members vote for the panelist they feel was telling the truth. Votes are tallied and the panel member having given factual information will identify him/herself. Discuss the career.

EVALUATION METHODS
Students will be able to research occupational information.

ACTIVITY REQUIREMENTS:

Number of Students	Groups of 3-4
Time	1-2 class periods
Teaching Approach	Small and large group activity
Materials and Resources	*NCIS User's Handbook, NCIS Occupations books, Occupational Outlook Handbook, Suggested Questions for the Panel*

SUGGESTED QUESTIONS FOR THE PANEL

1. Is the work done inside or outside?
2. What specialties are included with this occupation?
3. Does a person need a college education to do this work?
4. Does a person need a technical education to do this work?
5. Can a person do this work with only a high school education?
6. Are there many opportunities for employment in this occupation?
7. Are there many opportunities for advancement in this occupation?
8. Does this occupation usually have a 40 hour work week?
9. How much money do people in this particular occupation earn?

WHAT SHALL I DO NOW?

GRADE LEVEL
Junior/Middle/Senior

OBJECTIVES
To become aware that occupations can be closely related and that occupational worker traits may overlap.

To gather data to make decisions.

PROCEDURES
1. Hand out the personal histories.

2. Arrange the class in small groups.

3. Ask each group to complete QUEST for Jeff or Michelle using the information provided.

4. Some useful ground rules for group discussion include:

   A. Students should not seek total agreement on the answer, but should strive for general agreement.

   B. The responsibility for leading the discussion into each QUEST question should be rotated among group participants.

   C. Students should be reminded that there is no correct answer, and that they have considerable freedom in interpreting Jeff and Michelle's personal histories.

5. Have each group take a complete QUEST to the NCIS system and obtain a list of occupations for Jeff or Michelle. Have students get an appropriate occupational description, determine the preparation, locate the program and acquire the necessary school information.

6. Discuss decisions Jeff or Michelle might make.

7. Discuss the discrepancy in QUEST responses among groups, and the reasons that the occupations, programs, etc., which one group selected might differ from those of another group.

EVALUATION METHODS
Student will explain how the same group of worker traits may make them suitable for several different occupations.

ACTIVITY REQUIREMENTS:

Number of Students	Group of 4-5
Time	2 class periods
Teaching Approach	Small and large group activity
Materials and Resources	*NCIS User's Handbook, NCIS system, Occupational Outlook Handbook, Personal Histories*

PERSONAL HISTORIES

PERSONAL HISTORY OF MICHELLE

Michelle is eighteen years old. In a short while, she will graduate from high school. Her grades are good, especially in math and science. She is an intelligent and energetic person with an active and questioning mind. Michelle likes working with people, but would like to continue to study and eventually work in an area related to science.

Michelle feels strongly about someday having a family. She has equally strong feelings about continuing her education and attending college. Her family is moderately supportive of her wish to go to college, but point out the conflict of having a family and/or a career. They question whether a college education would be "wasted" on someone who may well end up in the home. Her folks are not particularly affluent, but the money for her education can be found.

What suggestions do you have for Michelle?

PERSONAL HISTORY FOR JEFF

Jeff is a nineteen year old senior. His interest in standard school curriculum is minimal, and, as a result, his grades are only average. He has a problem thinking in terms of a "career".

Jeff reads extensively for pleasure, and frequently attends movies. He loves music and is in the process of learning to play the guitar. Jeff is very bright, and is comfortable around people. He likes to travel and loves the out-of-doors.

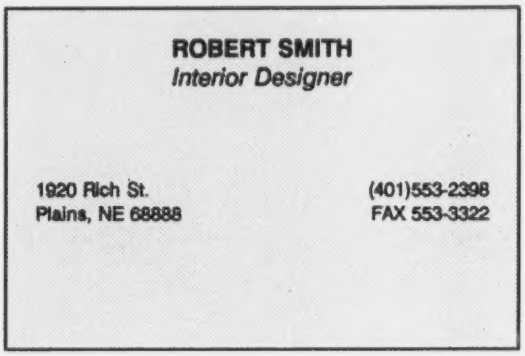
He will soon be out of school, and faced with an "unappealing" job market. He understands and accepts the need for some kind of job (food, rent, etc), but doesn't really know where to start looking.

Do you have any suggestions for Jeff?

YOUR BUSINESS CARD

GRADE LEVEL
Elementary/Junior High

OBJECTIVE
To introduce career information while allowing students to use their own creativity to decide on a career.



PROCEDURES

1. Cut sheets of plain construction paper to the size of business cards (about 2" x 3") and give one to each student.

2. Have students think about the career they would like and then design their own business cards. They should have their name and occupation on the card.

3. Divide the students into small discussion groups. Have the students share what they designed on their business cards. Each group should then develop a list of questions regarding their occupations.

4. Discuss the list of questions with the whole class.

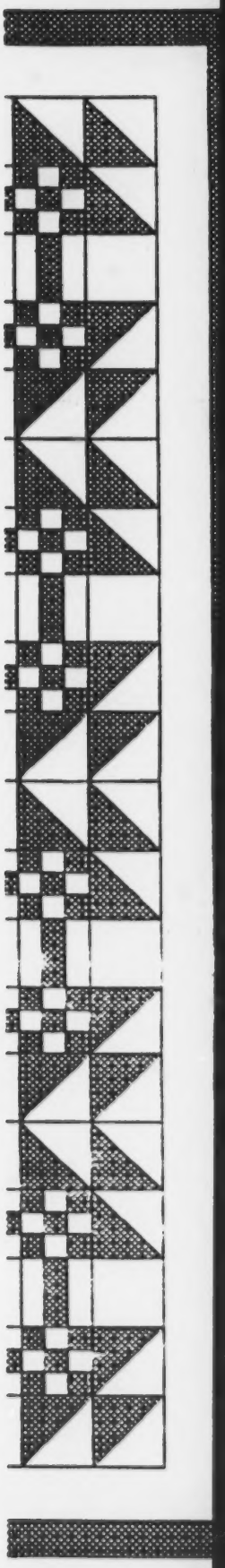
5. Inform the students about the Nebraska Career Information System and how they can get more information about the occupations on their business cards.

EVALUATION METHODS
Students will design a business card and develop questions regarding exploring the occupation further.

ACTIVITY REQUIREMENTS:

Number of Students	4-30 students
Time	15 minutes
Teaching Approach	Individual and small group activity
Materials and Resources	Construction paper, scissors, colored pens/markers

UNDERSTAND AND APPLY KNOWLEDGE OF CONTINUOUS CHANGES OF MALE/FEMALE ROLES AS THEY RELATE TO CAREER CHOICES



SELF-CONCEPT AND SELF AWARENESS

GRADE LEVEL
Seventh/Eighth Grade

OBJECTIVES
To gain an awareness of the importance of a healthy self-concept.

To gain knowledge of the factors which influence a negative and positive self-concept.

To gain an understanding of the correlation of a positive self-concept in the facets of their life.

PROCEDURES
1. Students complete worksheets on self-esteem and self-awareness, including self-concept form, self-esteem check list, good points check list.

2. This information is used in the class discussion. An overview on self-concept is presented, including what self-concept is, factors which influence self-concept, and how a self-concept relates to ones happiness and success throughout all facets of life.

3. This activity meets the National Guideline of "demonstrate an understanding of self as it relates to the development of a positive self-concept."

EVALUATION METHODS
Students will demonstrate an understanding of self-concept as it relates to the development of a positive self-concept.

ACTIVITY REQUIREMENTS:

Number of Students	Any number
Time	One class period
Teaching Approach	Group, Individual project
Materials and Resources	*Nebraska Career Guidance Handbook, The Other Side of the Report Card*, worksheets on self-awareness, self-concept form, handouts and worksheets obtained from local and state workshops, seminars, and conferences attended

Lyn Schmidt, Spalding High School, Spalding, Nebraska

PICTURE A CAREER

GRADE LEVEL
Eighth Grade

OBJECTIVES
To initiate sex equity and occupational awareness.

PROCEDURES

1. Begin exercise by asking these questions: What are some assumed characteristics of men and women? What careers match the characteristics? List answers on the board.

2. Discuss the sterotypes and biases that people have concerning men and women in their careers.

3. Divide students into two teams. Assign an envelope to each team. Teams will take turns drawing occupations. Flip a coin to decide which team should go first.

4. Each player in turns pulls an occupation from the team envelope. The player will then draw the occupation and their team begins guessing the correct answer (one minute allowed).

   Rules:
   a. No drawing of letters or numbers. Symbols can be drawn.
   b. Correct words, contained in the title, which team players have said, may be written down.

5. If the player's teams cannot guess the occupation, the opposing team will have an opportunity to guess (within five seconds). Two points will be given for each correct answer.

6. Opposing teams should try to catch the other team when they give sexist titles such as fireman or cleaning lady. One point will be awarded if a team catches the other team doing this.

7. After a 15-minute playing time, the team with the most points wins. At the end of the game, discuss with students the different sterotypes that came up.

EVALUATION METHODS
Students will gain occupational awareness and become aware of sex biases.

ACTIVITY REQUIREMENTS:

Number of Students	1-30
Time	Class period
Teaching Approach	Two groups
Materials and Resources	Chalkboard, chalk, scoreboard, NCIS List of Occupations

THE SELLING OF OCCUPATIONS

GRADE LEVEL
Eighth Grade

OBJECTIVES
To help students recognize how the media influence their opinions about occupations.

PROCEDURES
Part I -- Home Activity

1. Ask students to watch T.V., read newspapers and listen to the radio for one week and make a list of occupations that are mentioned or depicted.

2. Have students note where the occupations were mentioned and whether they were favorably or unfavorably represented on *"The Selling of Occupations"* Worksheet.

Part II

3. After the week is over, lead the class in a discussion regarding what occupations were identified and how they were labeled. What messages did students get about the occupations (e.g., which were portrayed as "better" and what made them better?, what occupations were held by men?, which occupations were held by women?)

4. After the class discussion, have each student research two occupations he/she was definitely interested in and two occupations in which he/she was not interested.

5. After researching the occupations, have the students report their opinions about the occupations. Did their opinions remain the same? Change? Why?

EVALUATION METHODS
Students will recognize the media's influence on opinions about occupations.

ACTIVITY REQUIREMENTS:

Number of Students	1-30
Time	One class period
Teaching Approach	Individual, Group
Materials and Resources	NCIS system, *The Selling of Occupations Worksheet,* Newspapers

THE SELLING OF OCCUPATIONS WORKSHEET

Occupation Name	Where did you hear, see or read about the occupation?	What message did you get about the occupation?

SEX ROLES AND OCCUPATIONS

GRADE LEVEL
Eighth Grade

OBJECTIVES
To help students learn how their personal sex biases may influence occupational choice.

PROCEDURES

1, Randomly divide the class into four equal groups and clearly identify a Group A, B, C, and D. It is important to locate physically Group A and B in a way that assures they can work and not overhear the discussion of Groups C and D. Having the two sets of groups work at opposite ends of the room should be satisfactory.

2. Distribute a copy of *Terry's (female) Personal History* to Groups A and B and a copy of *Terry's (male) Personal History* to Groups C and D. You should note but not tell students that the only difference in personal histories is the male/female pronouns. This assures that the only cause for differing perceptions about Terry is due to his or her sex.

3. Distribute copies of *Work Values/Work Group Activity from the Guide to Occupational Exploration* or the QUEST Questionnaire in the *NCIS User's Handbook*. Have the students complete the information as if they were the person represented in their group's personal history.

4. After students have completed the Activity/Questionnaire, have the students to select three occupations, from the *List of Occupations* in the *User's Handbook*, that they think are best suited to a person in the personal history. Ask each group to share their responses from the Activity/Questionnaire.

5. Ask each group to indicate what three occupations they have selected. Record each group's occupation selection on the board.

6. Instruct the class to make note of significant differences among group responses for both the Activity/Questionnaire and the occupations selected.

7. Explain the difference in the two personal histories making special note that the only difference is the gender of the pronouns.

8. Lead a discussion regarding sex bias and occupational choice. Go through various Work Value/Work Group Activity item responses, or QUEST questionnaire responses given by each group for the two Terrys.

EVALUATION METHODS
Students will become aware of their own biases regarding occupational choice.

ACTIVITY REQUIREMENTS:

Number of Students	1-30
Time	One class period
Teaching Approach	small groups
Materials and Resources	*NCIS system, NCIS User's Handbook, Guide for Occupational Exploration (Work Value/Work Group Activity)*

TERRY'S PERSONAL HISTORY

Information Sheet

Terry is a 17-year-old senior who is scheduled to graduate in three months. He has made a firm decision not to attend college in the fall and he seems quite committed to remaining in McCook, a town in the southwest corner of Nebraska.

Terry is somewhat uncertain about what occupation he wants to pursue; however, he generally prefers working outdoors. In high school Terry always was busy in school activities and seemed to have little time for studies. Even though he seldom worked, he maintained a steady B average. This is largely due to his strong abilities in math and English.

Terry always liked to participate in sports but was never good enough to make the school teams. He satisfied his interest in sports by being the team mascot. Although many of his friends kidded him, it was an activity he truly enjoyed.

Terry has always seemed "turned-off" by the thought of doing one job for any length of time. Having a family and "settling down" seems a bigger priority to Terry than making lots of money or becoming famous.

What occupations would you recommend for Terry?

TERRY'S PERSONAL HISTORY

Information Sheet

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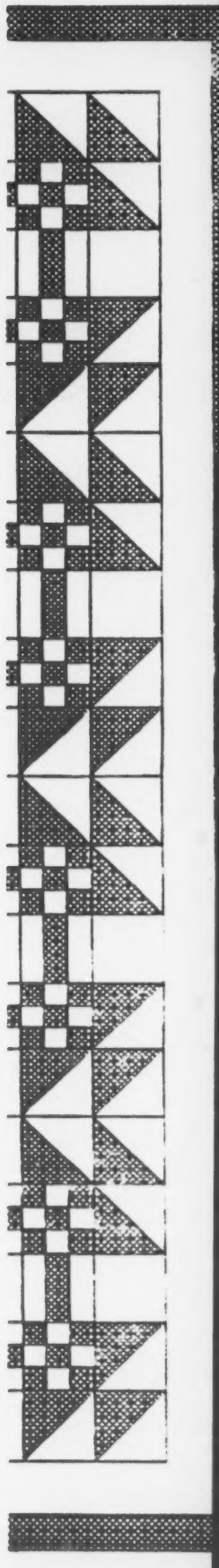
Terry has always seemed "turned-off" by the thought of doing one job for any length of time. Having a family and "settling down" seems a bigger priority to Terry than making lots of money or becoming famous.

What occupations would you recommend for Terry?

UNDERSTAND AND APPLY KNOWLEDGE OF PERSONAL INTERESTS, SKILLS, AND APTITUDES TO BROAD OCCUPATIONAL AREAS AND CAREER CHOICES



CAREER AWARENESS PROGRAM

GRADE LEVEL
Eighth Grade

OBJECTIVE
To expose students to persons engaged in different careers.

PROCEDURES
1. Arrange for a speaker each month.

2. Speaker can come to the school or can arrange a tour of their worksite. For example, students may learn about health careers at the hospital.

EVALUATION METHODS
Students will be aware of occupations in their community.

ACTIVITY REQUIREMENTS:

Number of Students	10-30
Time	Class period
Teaching Approach	Group
Materials and Resources	*Guest Speaker*

Wayne Arnold, David City High School, David City, Nebraska

CAREER CLASS

GRADE LEVEL
Tenth Grade

OBJECTIVE
To help tenth grade students explore careers.

PROCEDURES
1. Students use the Nebraska Career Information System to sort occupations. They use the information books to explore each others careers.

2. They also work on using all of the manuals to write articles and research papers in different career areas.

EVALUATION METHODS
Students identify and research several occupations of interest.

ACTIVITY REQUIREMENTS:

Number of Students	10-30 students
Time	30-60 minutes
Teaching Approach	Group
Materials and Resources	*Nebraska Career Information System*

Ron Green, Pawnee City High School, Pawnee City, Nebraska

CAREER EXPLORATION AND REPORTING

GRADE LEVEL
Ninth Grade

OBJECTIVE
To study an area of job careers to report on.

PROCEDURES

1. A general career interest inventory is given to students in ninth grade General Business classes. The results are discussed with the students.

2. The students then are to research a particular job area, including qualifications, needs, outlook, wages, schooling needed, etc.

3. Students then write a report for class.

4. Shadowing is also used with some students. For example, some students spend 1/2 day at the local hospital in their areas of interest (physical therapist, physician, radiologist, etc.) Others will spend time with business people downtown in order to learn more concerning their job.

EVALUATION METHODS
Students identify and research several occupations of interest.

ACTIVITY REQUIREMENTS:

Number of Students	10-30 students
Time	One week
Teaching Approach	Group
Materials and Resources	Nebraska Career Information System, *Occupational Outlook Handbook*, outline of job qualifications, professionals at their place of employment

Ed Altamore, LeAnn Pierce, Creighton High School, Creighton, Nebraska

CAREER SORT

GRADE LEVEL
Seventh/Eighth Grade

OBJECTIVE
To help junior high students explore careers.

PROCEDURES
1. During the Seventh and Eighth grade Career Education class, all students do the QUEST questionnaire. These books are then filed in the guidance office.

2. Throughout the year the students come in or are contacted by the counselor until all of them do the career sort on the computer.

3. After their list is printed, they choose careers of interest and a copy of the occupational description is printed for them. Usually three to five careers are selected.

4. Many high school students come in an do the same thing along with other individual activities on the computer.

EVALUATION METHODS
Students identify and research several occupations of interest and work with counselor individually.

ACTIVITY REQUIREMENTS:

Number of Students	1 at a time on the computer, entire class takes QUEST questionnaire
Time	30-60 minutes
Teaching Approach	Individual, group
Materials and Resources	Nebraska Career Information System

Don Mahlman, Lloyd Scarrow, Fairbury Junior/Senior High School, Fairbury, Nebraska

PEER CLASS

GRADE LEVEL
Eighth Grade

OBJECTIVE
To help eighth graders explore careers and educational opportunities.

PROCEDURES

1. During the nine week Peer Class, three weeks are spent in career and educational exploration. (3 groups of 3 weeks each)

2. Have students practice with worksheets the use of resources with at least 3 occupations and 2 educational programs and post-secondary training or school descriptions.

3. Students are given the VIESA Interest Inventory, Values and Job Trait Evaluation, occupational and educational worksheet. They review the sources available (Medic card catalogue and college catalogue, *Dictionary of Occupational Titles File, Occupational Outlook Handbook,* and NCIS. Printouts are made to take home.

4. Students also look up two occupations in the Dictionary, *Definitions of Occupational Titles* book, or *Encyclopedia of Careers.*

5. Then students set up their four year plan for preparatory courses to take which correlate with areas of interest.

EVALUATION METHODS
Students identify and research several occupations and then plan their high school course work.

ACTIVITY REQUIREMENTS:

Number of Students	10 per group
Time	3 week course
Teaching Approach	Individual, group
Materials and Resources	*Occupational Outlook Handbook, Dictionary of Occupational Titles, Nebraska Career Information System,* Library, college catalogues.

Tom Rue, Medicine Valley High School, Curtis, Nebraska

PERSONAL DATA SHEET

GRADE LEVEL
Junior/Senior

OBJECTIVE
To provide an easy to read summary of a student's accomplishments

PROCEDURES

1. Have students complete personal data sheet. The first page contains general information about the student; the second page contains what the student wants others to know about him/her.

2. Work with student to make sure all information is provided.

3. Make additional copies of the data sheet to be kept on file to send out with scholarship applications or transcripts.

EVALUATION METHODS
Students will develop a data sheet to be used in college preparation or job search.

ACTIVITY REQUIREMENTS:

Number of Students	Individual
Time	30-60 minutes
Teaching Approach	One-on-one, individual project
Materials and Resources	Personal data sheet

Wayne Arnold, David City High School, David City, Nebraska

Personal Data Sheet For _____

Date of Birth _____ Date _____

Social Security Number _____

Phone Number _____

Parents Name _____

Address: _____

City_____

State_____ Zip Code _____

Comments:

_____

_____

_____ _____

_____

_____

PERSONAL DATA SHEET

Lynn Smith

Career Ambitions:

Memberships and Offices:

Scholastic:

Athletic:

Others:

Church and Community:

STUDENT HANDBOOK

GRADE LEVEL
Junior/Senior High

OBJECTIVES
To assist both students and parents in becoming acquainted with and adjusted to David City High School.

To help students see the relationship between high school courses and occupations.

PROCEDURES
1. Add sections to the student handbook. The *Student Handbook* at David City contains general information about school policies, academic curriculum for junior and senior high, and school activities. A sample begins on page 79.

2. Within the general information section is the school philosophy, policies, regulations, school conduct, procedures, and high school planner.

3. Within the curriculum course descriptions is the prerequisites, semesters offered, description and grade levels of course, and occupational areas.

4. Within the activities section is the activity code, expected practice and performance schedules, description of the activity, and related occupational areas.

EVALUATION METHODS
Students will be able to relate school courses and activities with occupational areas.

ACTIVITY REQUIREMENTS:

Number of Students	All students receive copy
Time	Counselor/Administration time
Teaching Approach	Group
Materials and Resources	*Student Handbook*

Wayne Arnold, David City High School, David City, Nebraska

DAVID CITY HIGH SCHOOL
HIGH SCHOOL PLANNING

NAME _____ **GRADE** _____ **DATE** _____

FRESHMEN	SOPHOMORES
Subject and Activities	Subject and Actvities
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.

JUNIORS	SENIORS
Subject and Activities	Subject and Actvities
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.

FUTURE PLANS	
1.	Date
2.	Date
3.	Date
4.	Date

Wayne Arnold, David City High School, David City, Nebraska

CURRICULUM COURSE DESCRIPTIONS

Each academic semester class earns 5 credits. Ten hours of activity credit will count for graduation requirements.

GUIDANCE

It is the purpose of David City High School to operate in a manner helpful to the entire student body collectively and individually. To help achieve this, the school provides a through guidance program which includes testing. From the result of these tests much valuable information is secured concerning each pupil's abilities, aptitudes and interests which indicate to a very high degree probable success or failure in various vocations and school subjects.

A folder containing complete information concerning each pupil's personal, mental and physical status is maintained in the office. it is imperative that pupils always do their best work and always conduct themselves creditably to assure the best possible records which become the basis for replies to all inquiries now and in the future for general information, employment, inquiries, etc. These records are accessible to all teachers. Parents and pupils may secure interpretation of records by conferring with the principal or Guidance Counselor.

Vocational information is available in the Guidance Office. Any information a pupil or parent may desire concerning vocation, professions, vocational schools, colleges, etc. can be secured by inquiring in the Guidance Office if it is otherwise unavailable.

Guidance is not a separate and distinct part of our school. It is carried on whenever there are pupils and a teacher. Our testing program and information folder make it far more effective than it could otherwise be. Films, assembly programs and speakers are utilized to provide information on the problem.

HOME ECONOMICS

ADULT LIVING (Grade 12)

Adult Living is a class designed for seniors who have had previous Home Economics classes. This class combines Family Living and Parenthood with Consumer Education. It prepares individuals to understand the nature, function and significance of human relationships within the family and individual units. This includes the study of relationships, preparation for marriage, parenthood and family. Emphasis is placed on the uniqueness of family members.

This class helps prepare students to understand the values, needs, wants, goals and resources important in making rational decisions that contribute to family stability and quality of life. This includes instruction in budgeting and spending plans, use of credit, savings, consumer buying and consumer rights and responsibilities. In small groups students plan prepare and serve as a low cost meal in the class. A major project for this class is titled "Till Graduation Due Us Part".

Occupational Areas: Consumer Aid, Personal Shopper, Teacher Aide, Dietary Aide, Household Manager, Budget Consultant, Family Assistant, Home Economist, Social Worker, Consumer Consultant, Shopping Consultant, Recreation Aide, Housekeeper, Home Companion, Educational and Consumer Relations Consultant

MATHEMATICS

TRIGONOMETRY

Trigonometry is the study of advanced mathematical topics. Involved in algebraic functions; trigonometric functions; exponential functions; logarithmic functions; sequences and series; limits; conic sections; and an introduction to calculus. Algebra I, II and Geometry are prerequisites.

Occupational Areas: Engineering, Computer, Medicine and Health, Aviation, Armed Services, Surveying, Construction Industries, Marketing and Sales, Physical Sciences, Education

ACTIVITIES COURSE DESCRIPTIONS

BAND

Band students acquire a basic appreciation of fine musical literature. Emphasis is placed on performance techniques through solo and group participation.

Band is open to all students 9-12 and meets first period every day. Band activities include out-of-town trips, half-time shows for home football games, three to four contests, pep band throughout winter sports events, Jazz Band and Concert Band.

Occupational areas: Professional Musician, Recording Musician, Music Agent, Music Director, Band Director, Recording Engineer, Music Store Owner or Sales Person

MEDIA AIDE

This is not a class but a service activity. The aides will help students and teachers by checking materials in and out, getting magazines, helping find needed materials, making transparencies, operating the ditto machine and dispensing equipment.

The aides will have a variety of duties assigned to them. These include putting materials away, keeping materials in order, dusting, keeping the media center in order, checking new magazines in, putting new magazines in their folders, putting old magazines away, helping process new materials, help weed the collection, help with bulletin boards, check films in and out and assist the Media Specialist as needed.

The aides that are interested may learn to operate the video tape equipment and then help tape some of the sports events as well as classroom activities.

Occupational areas: Media Specialist, Public Librarian, Library Aide, AV Technician

LIFE LINE TO YOUR CAREER

GRADE LEVEL
Junior/Senior

OBJECTIVES

Explore career choices and predict life 20 years into the future.

PROCEDURES

First session:

1. Construct a sample personal life-line using newsprint and a felt tip pen.

2. Talk about values, and have the class list a few (e.g., independence, security, comfort, service, adventure, etc.)

3. Have the students draw a graphic representation indicating significant personal experiences. Above and below the line, indicate positive and negative feelings about these experiences (See the sample life-line).

4. Ask students to use NCIS and to utilize the information to prepare their life-lines.

5. Tell students to be creative with the format of the life-line. Graphics are permitted. Students should indicate a specific beginning date and end at least 10 years in the future.

EVALUATION METHODS

Students will list their career choice and describe how career choices impact their future.

ACTIVITY REQUIREMENTS:

Number of Students	1-30 students
Time	2 class periods plus homework assignments
Teaching Approach	Individual and small group activity
Materials and Resources	Newsprint tablet, felt tip pens, masking tape, *NCIS system, Group Leader Preparation Notes, QUEST*

GROUP LEADER'S PREPARATION NOTES

The group's leader may want to begin the life-line activity by discussing briefly what values are: for example, "values are the things that are important to us. The lifestyle we choose is directly related to our values. Values relate to those things we must do to feel good about ourselves."

In making career decisions, it is important that people begin to get a clearer idea of what their values and preferred lifestyle may be. For instance, a student may begin to ask, how do I relate to things -- as a leader, as a creator? Do I prize physical comfort or adventure? Do I enjoy a structured environment or do I prefer to innovate? How important is economic security to me? Do I like to work independently of other people or on a team? Do I like to be in charge of others or do I like to be supervised? Do I want to work with ideas and concepts, or would I rather not be involved in these activities?

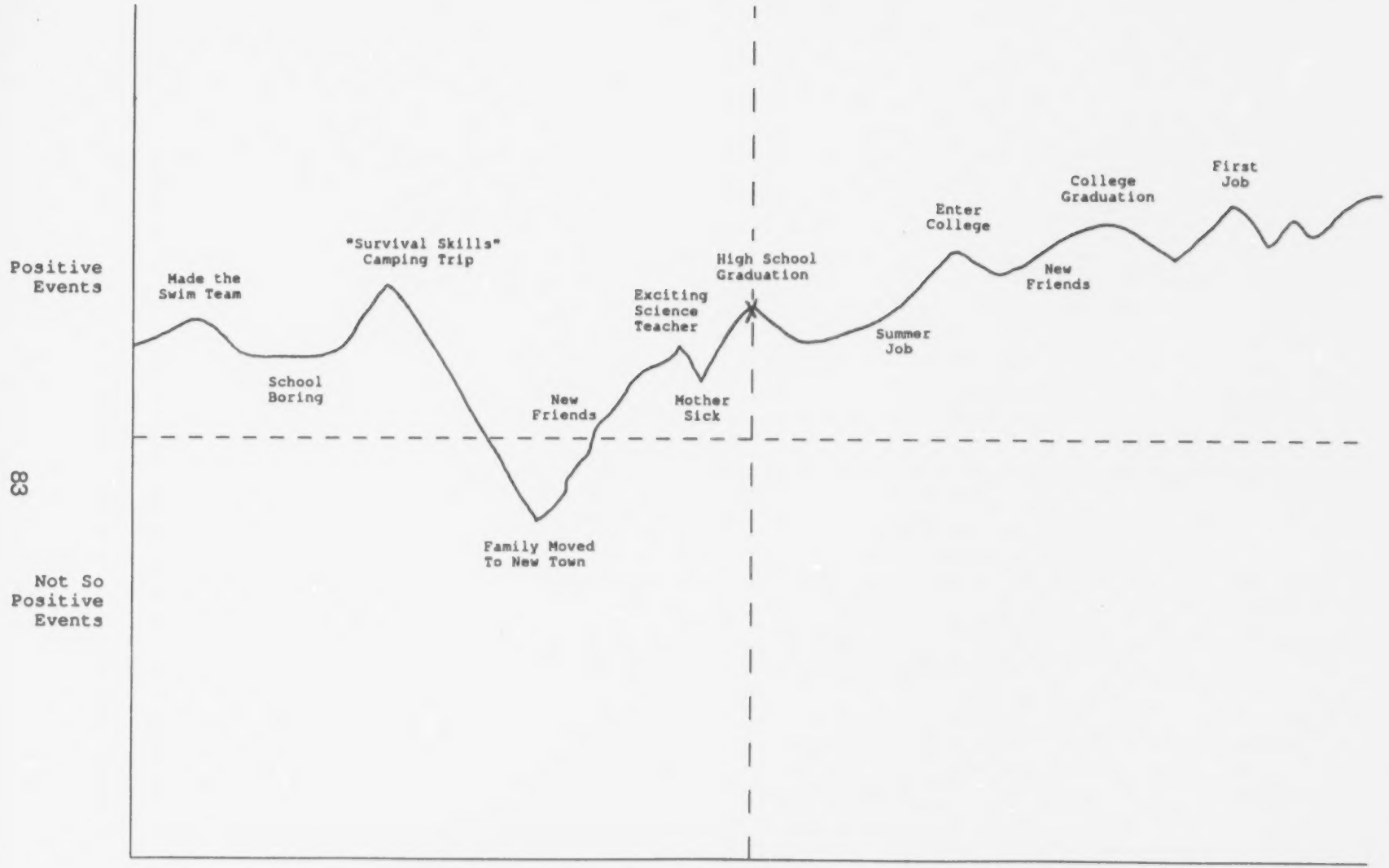
Values vary widely from person to person. It is important that the instructor accept values that may be the same, or may differ widely within the group. In this way, one can avoid giving the impression that some values are "right" and some are "wrong."

Usually we have several values that motivate us, and some of these are more important than others. Two people may have very similar values and yet rank them differently. During the discussion of values, the instructor may gather from the group, a list of possible values one might identify. Such a list might include words like: service, comfort, independence, security, activity, sacrifice, etc.

The choices we make, and the actions we take most often are revealing of our personal values. The life-line activity is not a "tell all" session. Participants should be encouraged to choose those events they would be willing to talk about and share with the group.

The life-line exercise enables most students to talk about their values readily, and to help other class members identify what it was about a certain activity, or period of time that satisfied them. Inherent in the exercise is the opportunity to project freely into the future, discussing future work expectations, and what that event will mean in the life of the individual.

Life-Line by Travis (age 18)



87

Some Values that Travis Seems to Hold:
Physical activity; importance of family & friends; security; achievement

88

PANEL OF EXPERTS

GRADE LEVEL
Junior/Middle/Senior

OBJECTIVES
To identify occupations that require Language Arts and to develop research skills.

PROCEDURES
GAME I.

1. Select five students to be on the panel.

2. Allow any student to question any panel member. Sample questions can be found on the attached worksheet.

3. The questioned panel member must answer, if the questions can be answered, by NCIS. The answer would be the file name and occupational number, or the reply that "it is unanswerable."

4. The answer is retrieved from the computer or occupational description printouts, and supplied to the student asking the question.

5. The answer may be contested.

6. If the panel member is correct, he scores 100 points. If he is incorrect, he is replaced by the questioner.

7. Several questions can be processed at one time.

8. Individual scores are totaled at the end of the time period.

GAME II

1. Divide class into groups of five or six students.

2. Identify one group as the "interviewers." Distribute sample questions from the *PANEL OF EXPERTS WORKSHEET* to this group. Their task is to ask questions of students in the other groups.

3. Have each of the remaining groups select one of the following occupational clusters. These clusters are some that require the use of Language Arts in the occupations:

   1100 Public Administration
   1700 Computer, Mathematical and Operations Research
   1900 Social Scientists and Urban Planners
   2000 Social Recreation, and Religious Workers

3200 Writers, Artists and Performers
3600 Health Technologists and Technicians
4400 Sales Related Occupations
4600 Administrative Support and Clerical
5200 Service Occupations

The groups' task is to read and become knowledgeable about the occupations and training programs in the cluster. (These tasks can be sub-divided among group members).

4. The "interview" group may question any of the "knowledge groups." Any person may answer the questions either from memory or by referring to the *NCIS Occupational Information.*

5. If questions are answered correctly within two minutes, the "knowledge group" receives 100 points. If the "knowledge group" is stopped (and the question can be answered using NCIS), the "interviewers" receive 100 points.

6. Total group scores at the end of the activity.

7. Summarize the activity by reviewing the relationship between Language Arts and successful job performance.

NOTE: A useful variation of this activity is to ask the class the questions on the worksheet. Students respond with a code word and number needed to access the information which will answer the question. The class then checks the answer by locating the code number. If the code number accesses the right information, the student receives 100 points.

EVALUATION METHODS
Students should be able to identify careers that have a higher than average language arts skills requirements and they should be able to research occupational information.

ACTIVITY REQUIREMENTS:

Number of Students	Groups of 5-6
Time	1-2 class periods
Teaching Approach	Group activity
Materials and Resources	NCIS User's Handbook, NCIS system, Panel of Experts Worksheet

PANEL OF EXPERTS WORKSHEET

1. What high school courses should I take if I am interested in social service occupations?
   _____

2. Where could I get training to become a travel agent? _____

3. What work duties are involved during a day on the job as heavy equipment operators?
   _____

4. What books could I read to find more information about airplane pilots and navigators? _____

5. What skills do I need to become a diesel mechanic?_____
   _____

6. Could I study music at Central Community College?_____
   _____

7. What duties must a reservation agent perform? _____
   _____

8. What high school courses should I take to be a dental hygienist?_____
   _____

9. What high school courses are needed to prepare to be an auto mechanic? _____
   _____

10. What is the work setting for child care workers?_____
    _____

11. What is the best way to prepare to become a musician or composer?_____
    _____

12. How long is the apprenticeship to become a butcher or meat cutter?_____
    _____

13. What schools have a program in art?_____
    _____

14. What courses would be helpful in preparing for a career as a flight attendant?_____
    _____

15. Does the University of Nebraska-Lincoln have a program related to atmospheric science?_____

16. How many schools in Nebraska offer modeling courses?_____

17. Whom could I contact for more information on Creighton University?_____

18. What skills are required to be a computer systems analyst?_____

19. What is the starting salary for a paralegal assistant in Nebraska?_____

20. What work duties are involved during a day on the job as a probation officer? _____

21. What books could I read to find more information about a photographer? _____

22. What skills do I need to work in printing production occupations? _____

23. What are room and board costs at the University of Nebraska at Kearney?_____

24. What is the average annual salary of insurance sales agents?_____

25. What are the duties of a public administrator?_____

26. What are the employment prospects of an author, interviewing clerk, or receptionist?

27. How many schools in Nebraska offer training in occupational therapy or secretarial studies?_____

28. What high school courses are needed to prepare for administrative occupations?____

29. How much money does a college or university teacher earn in a year?_____

30. How long is the apprenticeship to become a tailor or dressmaker?_____

31. What courses would be helpful in preparing for a career as a cosmetologist or barber?

32. Does the University of Nebraska at Omaha have a program related to engineering occupations?_____

33. What GPA is required for admission to Chadron State College?_____

PERSONAL CHARACTERISTICS AND OCCUPATIONAL CHOICE

GRADE LEVEL
Junior/Senior

OBJECTIVES
To recognize personal traits and understand their importance in occupational choices.

PROCEDURES

1. Divide the class into small groups.

2. Distribute a copy of *JACK'S PERSONAL HISTORIES* to each student. Use Personal History I.

3. Ask each group to complete QUEST for Jack using the information provided. Groups will likely negotiate answers.

4. Each group should take a completed QUEST to the computer and obtain a list of occupations for Jack.

5. Select 2 or 3 occupations from the QUEST list which are more appropriate for Jack. Encourage the students to study the occupational descriptions and preparation statements as well as program and school information for the occupation.

6. Repeat steps #2-5 using Personal History II.

7. After occupations have been selected for both Jack I and Jack II, compare the occupations and take note of any significant differences.

8. Discuss how Jack's personal characteristics influenced his occupational choice.

   A. How did Jack's family income affect his occupational choice?

   B. Did Jack's interest in school affect his job choice?

   C. What were the differences in Jack I and Jack II that resulted in different occupations?

EVALUATION METHODS

Students will list their own personal characteristics that will influence their occupational choice.

ACTIVITY REQUIREMENTS:

Number of Students	group of 3-4
Time	1 class period
Teaching Approach	Individual or small group activity
Materials and Resources	*NCIS User's Handbooks, NCIS Schools book, Occupations books, Occupational Outlook Handbook, Jack's Personal Histories*

JACK'S PERSONAL HISTORIES

NOTE: Instructors are encouraged to change the facts of the personal history to fit the course's focus.

PERSONAL HISTORY I

Jack is a nineteen year old senior. His grades are excellent and he excels in virtually all subjects. He is interested in the sciences with a special interest in mechanics. He has repeatedly scored in the highest percentiles of national mathematics tests. Jack is from a large family; however, his mother is a successful business person and she can afford to send Jack to any school she wishes. Jack wants very badly to stay in Nebraska, and is also somewhat cautious about attending college. What should Jack do?

PERSONAL HISTORY II

Jack is a nineteen year old senior. His grades are average, at best, and he has particular difficulty with English courses. He has a strong interest in mechanics, and frequently spends his weekends working on old cars. Jack is from a large family, with only an average income, and he also has some concerns about the costs of his education. Many of his friends have gone to college and dropped out. This concerns Jack, and he wonders if he should attend college. He likes Nebraska very much, and thinks he would like to live in a rural area. What should Jack do?

PHYSICAL HANDICAPS: ARE THEY JOB HANDICAPS?

GRADE LEVEL
Junior/Middle/Senior

OBJECTIVES
To become aware of career opportunities for a handicapped person.

PROCEDURES

1. Have the students work individually, or in small groups. Have the students pretend that they have a certain physical handicap: sight, hearing, little or no use of legs, arms, etc. It might be effective to go into a simulation exercise with the students actually going about their daily lives with such a handicap.

2. Have the students describe in one or two sentences the handicap that they have chosen. It is important that they record how they individually view the handicap. What things can they do? What things are they unable to do? How do they feel?

3. Have the students select questions from QUEST that are affected by the handicap and complete the *Physical Handicaps: Are They Job Handicaps???* Worksheet.

4. Have the students use the *NCIS system* and QUEST. Have the students list five of the "best" jobs that were lost. Have the students list five "interesting" jobs that are not on the list.

5. Summary discussion questions:

   A. Do you agree with results?
   B. Is it a good idea for employers to hire the handicapped?
   C. Have your attitudes changed toward physically handicapped students or adults?

EVALUATION METHODS
Students will describe how physical handicaps could affect career opportunities.

ACTIVITY REQUIREMENTS:

Number of Students	1-30
Time	2-3 class periods
Teaching Approach	Individual or small group activity
Materials and Resources	*NCIS system, Physical Handicaps: Are They Job Handicaps???* Worksheet

PHYSICAL HANDICAPS: ARE THEY JOB HANDICAPS???

1. Pretend that you have a particular physical handicap: sight, hearing, mental, little or no use of legs, arms, etc. List five limitations resulting from your handicap:

   A. _____ D. _____

   B. _____ E. _____

   C. _____

2. Which of the questions in QUEST would be affected by your "handicap"? List those questions below, and the appropriate answer.

Question	Answers
_____	_____
_____	_____
_____	_____
_____	_____

3. Using QUEST answer the questions listed above and list some of the "best" jobs you would lose from your list.

   A. _____ D. _____

   B. _____ E. _____

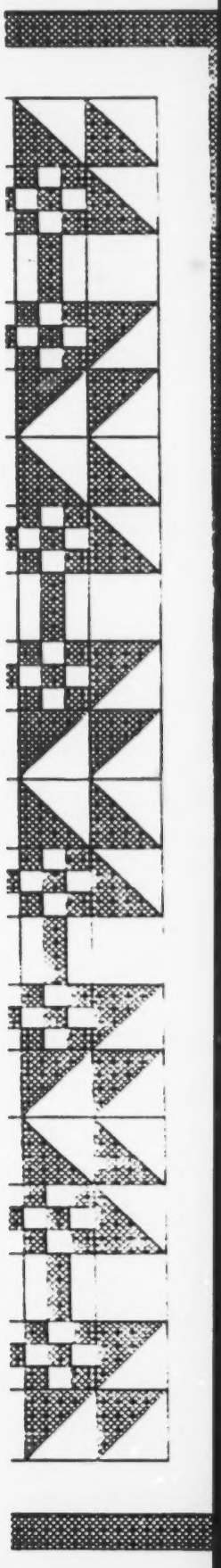
   C. _____

4. List interesting jobs that remain after all these questions were answered. From what you have discovered here, do you think it's a good idea for employers to hire the handicapped?

   Jobs left: _____

   _____

   _____



UNDERSTAND AND APPLY KNOWLEDGE OF THE MEANING OF WORK TO PERSONAL SOCIAL CONTEXTS AND CAREER CHOICES

TEACHER'S OCCUPATIONAL QUIZ

GRADE LEVEL
Ninth Grade

OBJECTIVE
To help students realize that they will often have to do jobs other than what they currently are considering.

PROCEDURES
1. Ask faculty and staff members to tell about jobs they have done other than what they are currently doing.

2. Make a matching quiz for the students to fill out--teacher's names in one column and the jobs in another column.

3. Students seem to enjoy learning what other occupations the teachers and staff have done. Teachers in McCook Junior High have willingly provided this information.

4. Students are attempting to match certain teacher personalities or physical characteristics with the job.

EVALUATION METHODS
Students will learn about the variety of occupations individuals have held and how they fit in with career choice.

ACTIVITY REQUIREMENTS:

Number of Students	10-30
Time	15-20 minutes
Teaching Approach	Group
Materials and Resources	Quiz sheet

Dennis Irwin, McCook Junior High School, McCook, Nebraska

DEAR DIARY

GRADE LEVEL
Junior/Middle/Senior

OBJECTIVES
To become aware of the daily decisions and work routine of people in specific jobs.

PROCEDURES
1. Spend one class period explaining the following steps in the activity:

   A. Using NCIS occupational descriptions, have the students select one to read.

   B. Have the students write an entry in a dairy, or a letter home, telling about one day or week on the job.

   C. Ask the students to incorporate in the writing the information from resources, as well as how they personally view the job.

2. Through the Yellow Pages, or any directory of local employers, the student will contact one person who is working in the occupation they have selected (the employer does not have to be with a local firm). Have the student correspond with this person to share perceptions of a "day in the life" of a worker in the selected occupation.

3. Lead a discussion regarding how the student's perceptions differed from that of the employer. Special note should be taken regarding why there are differing perceptions.

EVALUATION METHODS
Student will describe the daily routine of a particular occupation.

ACTIVITY REQUIREMENTS:

Number of Students	1-30
Time	2-3 class periods
Teaching Approach	Individual activity
Materials and Resources	*NCIS User's Handbook, NCIS system, Occupational Outlook Handbook,* Telephone Directory-Yellow Pages, local directories of businesses, manufacturers, and social agencies

ECONOMICS AND YOUR LIFESTYLE

GRADE LEVEL
Junior/Senior

OBJECTIVES
To determine how much money individual students will need to live independently.

PROCEDURES

1. Prior to the lesson, have the students clip from the classified ads a place that they would like to live in (house, apt., room), after they leave home. Have them determine the monthly payment or rent on such a place.

2. Have the students fill out question #2 on *ECONOMICS AND YOUR LIFESTYLE WORKSHEET.* Compare the costs per month that various students have in this section.

3. Tell the students to list 10 things that they plan to buy to furnish their place of residence. Using catalogs, newspaper ads, etc., have them list a price for each object.

4. Ask the students to total the cost of the furnishing. Divide this by 12 to determine the monthly payments. Assume that the students could pay over the year.

5. Have the students add up the housing payment, food and clothing payment, and monthly furnishing payment.

6. Keeping the sum in mind, have the students determine the minimum salary that they would need. Remind them that 20% to 30% of their salary will be deducted for taxes and other benefits.

7. With the information on the salary they would need, have the students answer Question #18. Have them list five jobs that remain.

8. After students have completed their worksheets, have them list the length of training required for each occupation they listed. What items might they have to "give up" for awhile, in order to get the necessary training?

9. Discuss the importance of considering personal interest and abilities, in addition to beginning wages, when deciding on a career. Job satisfaction, and upward mobility should also be discussed.

EVALUATION METHODS
Students will submit a proposed budget for independent living.

ACTIVITY REQUIREMENTS:

Number of Students	1-30
Time	2-3 class periods
Teaching Approach	Individual or small group activity
Materials and Resources	*NCIS User's Handbook, NCIS Occupations books,* catalogs, newspaper advertisements, magazines, *Economics and Your Lifestyle Worksheet*

ECONOMICS AND YOUR LIFESTYLE WORKSHEET

1. Clip from the classified ads in the newspaper a place to live (house, apt., room, to fit your description of where you would like to live after you leave home. Monthly payment or rent $____

2. After you leave home do you plan to:

   ___ Go out to dinner ($____/mo.)
   ___ Buy new clothes ($____/mo.)
   ___ Own a car ($____/mo.)

3. List 10 things you will buy immediately to furnish your home. Using catalogs or newspaper ads, list a price you would need to pay for the item.

A.	_____	$ ____	F.	_____	$ ____
B.	_____	$ ____	G.	_____	$ ____
C.	_____	$ ____	I.	_____	$ ____
E.	_____	$ ____	J.	_____	$ ____
(a) Total		$ ____	(b) Total		$ ____

   Grand Total for Furnishing = $ _____ (a) + (b)
   Divide the Grand Total by 12 $ _____ (if you could pay one year)

4. Now add up your housing payment _____
   Utilities (phone, electric, etc) _____
   Transportation costs(car payment, gas, insurance) _____
   Entertainment and clothing _____
   Monthly payments on furnishings _____
   Groceries _____
   TOTAL (per month) _____

5. Based on information given above what would you suggest would be a minimum salary you would need per month? (Remember that 20% to 30% of the salary will be deducted for taxes or other benefits.)

   I would need a minimum salary of _____

6. Now answer Question #18 on the *User's Handbook*, and list 5 jobs remaining that you would like to do.

   A. _____
   B. _____
   C. _____
   D. _____
   E. _____

LIBERAL ARTS OR SPECIALIZED SKILLS?

GRADE LEVEL
Senior

OBJECTIVES
To introduce students to the concepts of liberal arts education versus specialized skill training.

PROCEDURES
The students must respond from his or her own value system. The student is to select a response and support it in writing.

1. Ask students to define a liberal arts education and specialized skill training. Also define and clarify the term "general education" requirements for the humanities, social studies, math and sciences for a four-year college education.

2. Share the avenues available for skill training: the military, apprenticeship, trade and technical school and community colleges.

3. Discuss the concept of the six life roles -- learner, producer, family member, citizen, individual and consumer.

4. Have students form panel and defend their position.

EVALUATION METHODS
Students will be able to evaluate liberal arts and skills training in light of their own value system.

ACTIVITY REQUIREMENTS:

Number of Students	1-30 students
Time	1-2 class periods
Teaching Approach	Group
Materials and Resources	*NCIS system*

SCENARIO FOR THE STUDENT

You are at home eating dinner with your family. Because you graduate from high school this year, your mother asks if you are planning to attend a liberal arts college or get some specialized skill training. After a few minutes, you tell your mother you plan to:

Your father asks you why that is a better choice than the alternative. But, before you can organize your thoughts, your mother says that whatever educational choice you make should prepare you to function effectively in a variety of life roles and that you will need to prepare for the changes that will happen in the workplace over the next 30 to 40 years.

You now must impress your parents with mature thinking and convince them that your selection is a better choice than the other option. You need to consider your mother's concern about preparing you for various life roles and for the changes that could occur in the labor market.

MEASURING TOOLS

GRADE LEVEL
Junior/Middle/Senior

OBJECTIVES
To become familiar with measuring tools and their use, and to identify occupations that require the use of such tools.

PROCEDURES
1. Have the students use the measuring tools.

2. Have the students make a list of seven occupations that require the use of measuring tools.

3. Have the students research two occupations of their choice including job descriptions and training information.

EVALUATION METHODS
Students will list several occupations and the measuring tools those occupations require.

ACTIVITY REQUIREMENTS:

Number of Students	1-30
Time	1-2 class periods
Teaching Approach	Individual or group activity
Materials and Resources	*NCIS User's Handbook, Occupations books, Resource Sheet for Measuring Tools*

RESOURCE SHEET FOR MEASURING TOOLS

The following list is not exhaustive, but it may be of help as you assemble tools for this activity.

Construction:
metal or plastic tape
level
square
plumb line
drills (sizes of bits)

Health:
thermometer
watch w/second hand
(for measuring pulse)
scale
gram weights
liquid measures

Photography:
35 mm camera without film for
learning about lens size
various settings
reduction, enlarging machines
liquid measurers for preparing
solutions

Printing Production:
pica spacing
cropping wheel

Food Service:
scale
measuring cups
measuring spoons
scoops

Earth Scientist, Surveyors:
survey instruments

Mechanics:
wrenches
socket wrenches
volume measures - quarts of oil, etc.

Post Office & Shipping Clerks:
measuring tape for measuring
packages so that they are
within postal requirements
postal scales

Science:
thermometer
scale
liquid measures

MOCK INTERVIEW

GRADE LEVEL
Senior

OBJECTIVES
To develop job interview skills

PROCEDURES

1. Prior to the unit, the teacher will solicit volunteer interviewers from the local business community.

2. Prior to the interview the students complete a letter of application, a resume, and a job application.

3. The teacher will spend class time preparing students for the interviews: handshake, appearance, self-confidence, possible questions.

4. Students are interviewed by business volunteers, they may volunteer for "public" interviews, and critiques in front of the class or participate in private one-on-one interviews. If there are not enough business volunteers, school personnel can help with interviews.

EVALUATION METHODS
Students will participate in a mock/real job interview and evaluate their performance.

ACTIVITY REQUIREMENTS:

Number of Students	1-30 students
Time	3-5 class periods
Teaching Approach	Individual and group activity
Materials and Resources	*Interviewing Tips* (handout); NCIS system

INTERVIEWING TIPS

BEFORE THE INTERVIEW:

1. Research the company - its products, services and policies.
2. Prepare a personal inventory - important things about yourself to mention at the interview.
3. Accumulate necessary information and papers - Social Security card, driver's license, etc.
4. Prepare to furnish references (not family members) by name, address and business affiliation. Ask these people permission to use their names before the interview.
5. Go to the interview alone.
6. Wear clean, conservative clothes and be neatly groomed.
7. Be on time (plan to arrive fifteen minutes early).
8. Bring with you a small notebook which will fit into your purse or pocket in case the interviewer gives you some information you need to write down.
9. Learn the interviewer's name and how to pronounce it correctly.
10. Prepare some questions of your own (usually the interviewer will give you a chance to ask questions).

AT THE INTERVIEW:

1. Be as calm as possible.
2. Answer questions clearly without rambling on.
3. Listen carefully to what the interviewer says.
4. Keep your hands still - do not play with papers, etc.
5. Don't place your belongings on the interviewer's desk.
6. Never criticize a former employer.
7. Do not interrupt or argue with the interviewer.
8. Be honest.
9. Sit up straight in the chair.
10. Don't discuss personal problems.
11. Don't chew gum or smoke.
12. Express your willingness to work hard.
13. Always thank the interviewer.

AFTER THE INTERVIEW:

Soon after the interview, phone or write a short note to thank the interviewer for his or her time and consideration.

INTERVIEW QUESTIONS

Some common questions asked at job interviews:

1. Tell me about yourself.
2. What are your career goals?
3. Are you a leader?
4. How do you handle disagreements with others?
5. What brings you to our company?
6. What are you looking for in a job?
7. What is your greatest strength? Weakness?
8. What do you offer us that someone else can't?
9. What were your extracurricular activities at school?
10. What do you know about our company?
11. What do you see yourself doing five years from now?
12. Have you ever served detention at school or been suspended?
13. What two or three of your accomplishments have given you the most satisfaction?
14. How do you spend your leisure time?
15. What are your ideas about salary?
16. What people have influenced you most in your life?
17. How do you feel about overtime?
18. What have you learned from your mistakes?
19. Have you had any serious illness or injury?
20. Why should we hire you?

Twenty-three reasons why applicants are rejected:

1. Poor personal appearance
2. Lack of enthusiasm
3. No eye contact
4. Late to the interview
5. Short term employment
6. Lack of courtesy and tact
7. Condemns former employers
8. Slang/Incomplete sentences
9. Lack of career planning
10. Sloppy application
11. Overbearing, overaggressive, conceited, know-it-all
12. Lack of confidence and poise, nervous
13. Failure to participate in activities
14. Overemphasis on money
15. Poor scholastic record/just got by
16. Unwilling to start at the bottom, expects too much too soon
17. Lack of maturity
18. Limp handshake
19. Intolerant, strong prejudices
20. Never heard of company

INTERVIEWER'S SCORING SHEET

Name of Interviewee_____

Date _____

KEY
1 = least effective
2 = O.K.
3 = very effective

Opening (courteous, handshake)	1	2	3
Appearance	1	2	3
Questions (answered completely, clearly)	1	2	3
Listening (attentive with comprehension)	1	2	3
Applicant's questions (information on employer)	1	2	3
Posture (upright)	1	2	3
Poise (overall impression)	1	2	3
Eye contact	1	2	3
Assertiveness (confidence)	1	2	3
End (thank interviewer)	1	2	3
Additional comments (grammar, etc.)	1	2	3

Additional comments:

NO PHONE CALLS PLEASE

GRADE LEVEL
Junior/Middle

OBJECTIVES
To complete at least one job application understanding the importance of neatness and completeness.

To gain simulated work experience.

PROCEDURES
Session 1

1. Pass out the want ad sections. Have students locate and list two or three jobs they would be interested in. Discuss various requirements employers have listed.

2. Through discussion, find one job that at least two students would be interested in. Break into small groups and brainstorm lists of things the employer might want to know before they could choose between the two students.

Session 2

1. Pass out materials from previous session. Ask each group to share those items on their applications that they haven't thought of on their own. List these on the board. Discuss the terminology used.

2. After this discussion, tell the students that this year they will be given the chance to apply for classroom duties in your room. Have the students list those jobs that need to be done. This list should include 10 to 15 jobs that you would usually assign students to do, or do yourself. Include a classroom accountant or bookkeeper. You will need someone to act as the banker in order to cut down the possibility of lost or stolen classroom money.

3. Tell the students that you will decide how much each job will pay per month. Also, make sure that they understand that they will be fired if they fail to perform to your satisfaction.

4. Have the class draft a classroom job application form (see sample). The final product of this session will be the rough draft.

Session 3

1. Prior to class, type up a final version of your application form. Make two or three copies of this for each student. Make two example copies, one good application and one bad application. Also, decide how much each job will pay, in classroom money.

2. Present your list and explain your reasoning. If there are any serious disagreements from the students, take them into consideration and make modifications as necessary.

3. Pass out your good and bad application examples. Ask the students to compare them, listing what is positive and what is negative. Then, pass out one copy of your classroom application form to each student. Go though each section, asking the student to fill it in as best they can. Stress the importance of printing neatly, and the use of a dark ink pen.

4. Circulate to make any corrections as soon as possible. When the applications have been completed, collect them.

Session 4

1. Prior to this session, go through each application. Mark the positive and make suggestions for any needed corrections.

2. In class, pass the applications back and discuss any questions the students may have. Tell the students that you will begin accepting applications for class jobs the next school day. Determine a spot where blank applications will be kept in order to have them available.

3. You will want to introduce the following rules to your students:

   - You must present a completed application to be considered for a classroom job.
   - There will be three employment sessions during the year; September-November, December-February, and March-June. You will need to reapply if you wish to keep a job from one session to the next.
   - Hiring may be done at other times during the year, should the employee move, resign, or be terminated. Such openings will be announced and posted on the board.
   - Payday is the last school day of each month
   - Classroom money may be used in the following ways:
     a. You may purchase pens, pencils, or paper from the teacher.
     b. You may buy back any toys the teacher has confiscated from you; you may negotiate the price.
     c. You may buy free time on the computer.
     d. You may buy free reading time.
     e. You may save your money in the bank and use it for class activities or outings.

EVALUATION METHODS

Students will demonstrate the ability to fill out job applications neatly and thoroughly and they will explain the responsibilities needed for continuing employment.

ACTIVITY REQUIREMENTS:

Number of Students	1-30 students
Time	Ongoing class activity
Teaching Approach	Individual and group activity
Materials and Resources	Classified section from newspapers Sample job applications from local businesses Classroom job application Checkbooks including checks and check registers

JOB APPLICATION FORM

NAME _____
Last First Middle

ADDRESS _____
Street City State Zip

PHONE NUMBER _____

PERSON TO CALL IN CASE OF EMERGENCY _____
Name Phone Number

I AM APPLYING FOR THE JOB OF _____

I CAN DO THE JOB BECAUSE MY QUALIFICATIONS ARE: _____
_____
_____

I HAVE HAD THESE JOBS AT SCHOOL: _____
_____
_____

I HAVE HAD THESE JOBS IN MY NEIGHBORHOOD: _____
_____
_____

REFERENCES:
(LIST BELOW THE NAMES AND ADDRESSES OF TWO ADULTS)

_____

_____

_____

(LIST BELOW THE NAMES AND ADDRESSES OF TWO STUDENTS)

_____

_____

_____

HOURS I CAN WORK:
MONDAY _____ THURSDAY _____
TUESDAY _____ FRIDAY _____
WEDNESDAY _____

SIGNATURE _____ DATE _____

NOW HEAR THIS!

GRADE LEVEL
Senior

OBJECTIVES
To acquaint students with the kinds of questions typically asked in a job interview, and to provide them an opportunity to practice interviewing skills.

PROCEDURES

1. Have students fill out the QUEST materials in the *User's Handbook.* Allow additional time for students to get a list of occupations. Have students choose a particular job to which they relate their interview material.

2. Give each student *NOW HEAR THIS! WORKSHEET #1.* Have the students write down answers to questions they are unsure of. Students should prepare their answers considering the job for which they are planning to "mock interview."

3. Share ideas and information among group members about appropriate responses to questions.

NOTE: Some interesting variations to this activity include:

A. Students should divide into groups of 3. One student should serve as employer, one as the interviewee (job applicant) and one as passive observer. Students should conduct a "mock interview" with the employer and interviewee role-playing their respective positions. The student serving as passive observer should take careful notes, and provide a brief critique as the end of the interview. Interviews should be limited to 10-15 minutes. Students should rotate until each student has role-played the position of interviewee. Consider video taping interviews and allow students to analyze the taped interviews.

B. Using the *NOW HEAR THIS! WORKSHEET #2,* discuss the "do's" and "don'ts" of a job interview.

C. Discuss the attached worksheets. Role-play the position of employer, while a student assumes the role of interviewee. Preferably, with the assistance of video-tape equipment, critique the job interview. In the second role-play exercise, serve as the interviewee, while a student serves as the employer.

EVALUATION METHODS
Students will demonstrate effective interview skills.

ACTIVITY REQUIREMENTS:

Number of Students	groups 3-4
Time	1-3 class periods
Teaching Approach	Small and large group activity
Materials and Resources	NCIS system, *NCIS User's Handbook, NOW HEAR THIS! WORKSHEETS #1 and #2*

NOW HEAR THIS! WORKSHEET #1

Frank Endicott surveyed 92 companies and found that the following questions were the ones most often asked in employment interviews*

1. What are your special abilities?
2. What jobs have you enjoyed the most?
3. What extracurricular activities have you been involved in?
4. What have you learned from some of the jobs you've held?
5. How do you spend your spare time?
6. Do you prefer working with others or yourself?
7. What courses did you like best in school? Least? Why?
8. What did you choose this particular field of work?
9. What do you know about our company?
10. What qualifications do you have that make you feel you will be a success in your field?
11. Do you feel you received good general training?
12. What type of position are you interested in?
13. What school activities have you participated in? Why? Which did you enjoy most?
14. What are your future vocational plans?
15. How much money do you hope to be earning five years from now?
16. Have you ever been involved in teaching someone something?
17. Do you do volunteer work now in the community?
18. Do you have plans for further training?
19. What job in our form do you want to work toward?
20. Have you had any serious illness or injury?
21. Are you willing to go where the company sends you?
22. What are your special abilities?
23. Have you ever changed your major field of study while you were in college? Why?
24. What have you done that shows initiative and willingness to work?
25. What do you think would determine your progress in our company?

There are probably some, maybe many, questions that you already know how you would answer during an interview. If there are some that you are not sure about how you would respond, take some time to write down what you think you would say if you were asked those questions. Discuss in class possible answers to problem questions that will show you in a good light to a potential employer.

*NOTE: Interview question taken from *"Making the Most of Your Job Interview,"* a brochure produced by the New York Life Insurance Company.

NOW HEAR THIS! WORKSHEET #2

DO'S AND DON'TS OF JOB INTERVIEWING

DO

- Dress conservatively and appropriately for the job setting.
- Be neatly groomed.
- Limit the use of make up and perfume.
- Smile and be friendly.
- Know the exact interview time and place
- Have a copy of whatever written material you sent in (your resume, letters of recommendation, application form.)
- Look your interviewer in the eye.
- Speak up clearly.
- Be sure you understand a question before you answer it.
- Be sure to give enough relevant information when answering a question.
- Prepare questions you might want to ask the interviewer.
- Thank your interviewer.

DON'T

- Arrive late for your interview appointment.
- Chew gum or smoke during the interview.
- Slouch in your chair.
- Avoid looking at the interviewer.
- Mumble when you answer a question.
- Fidget with your hands, tap your feet.
- Use brief "yes" or "no" responses when you could say more.
- Rush through your answers to questions.
- Overpower the interviewer with too much information about yourself.
- Forget to offer your hand to greet a male interviewer. (If you have a female interviewer wait for her to extend her hand.) Ask when decisions will be made and how you will learn of the decision.

THAT FIRST IMPRESSION

GRADE LEVEL
Junior/Middle/Senior

OBJECTIVES
To recognize the importance of first impressions.

PROCEDURES

1. Have gifts wrapped before class - wrap some very attractively, some plainly and some very sloppily in wrinkled or dirty paper. Have students sit around a table where the gifts are displayed.

2. Explain to the students that the object of the activity is to answer questions on a job application correctly to select a gift.

3. The teacher asks the questions (see handout) and the first person to answer correctly selects a gift from the table or can take a gift already selected by another student (you may only have one gift in your possession). Students may not open gifts until all students have one. Before gifts are opened, discuss with the class why some of gifts were more desirable than others, how packaging or appearance makes an impression, either positive or negative in a job interview.

EVALUATION METHODS
Students will explain the importance of first impressions.

ACTIVITY REQUIREMENTS:

Number of Students	1-30 students
Time	1 class period
Teaching Approach	Group activity
Materials and Resources	Wrapping paper (three types; colorful, plain, used); small tokens (boxes of raisins, peanuts, pencil sets); question/answer cards regarding do's and do not's of job applications and interviews

SAMPLE QUESTIONS

1. You can use your mom or dad as a reference on your job application. (true/false, why?)
2. It is o.k. to ask questions during your interview. (true/false, why?)
3. You should thank the interviewer at the end of your interview. (true/false, why?)
4. Be sure to give the interviewer the answer that will be impressive even if it's not quite true. (true/false, why?)
5. It's o.k. to fold your job application and to x-out your mistakes (true/false, why?)
6. Be sure to sit as comfortably as possible during your interview. (true/false, why?)
7. Name one skill you should have if your job requires you to answer the phone.
8. You do not need to have a Social Security number to get a job. (true/false, why?)
9. It's alright to take a friend to your job interview. (true/false, why?)
10. Chewing gum during a job interview can help you stay calm. (true/false, why?)
11. Volunteer work does not count for previous experience on a job application. (true/false, why?)

WRITING A SKILL-RELATED RESUME

GRADE LEVEL
Senior

OBJECTIVES
To have each student recognize the skills required for a specific occupation, and to state the extent to which she/he possesses these skills.

PROCEDURES
1. Have each student choose an occupation in the NCIS system.

2. From the occupational description, have the student list all of the verbs and/or verb phrases that serve to describe what a person does in that occupation. For example, architects design construction, monitor construction, provide cost information, prepare sketches, etc.

3. For each verb selected, have the student write a paragraph on his or her ability to perform those tasks; for example, "I have skill in drafting and artistic ability, enabling me to produce sketches which are technically correct and aesthetically pleasing."

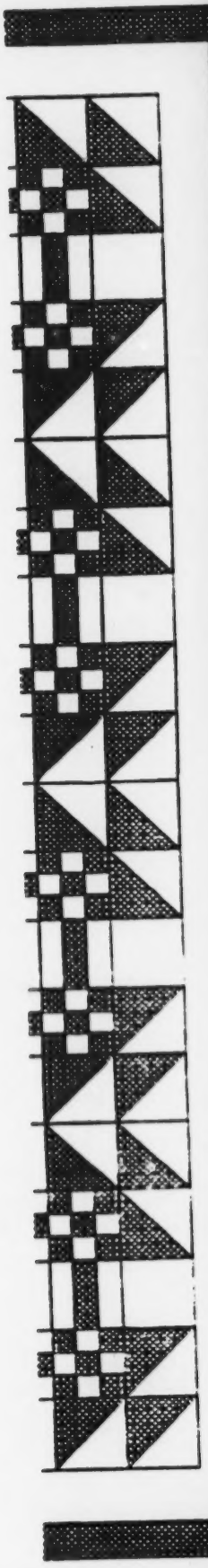
4. Have the student write a resume or a statement to go with a job application, in which the student includes the paragraphs on his or her skills.

EVALUATION METHODS
Student resume will describe the skills required for that occupation.

ACTIVITY REQUIREMENTS:

Number of Students	1-30 students
Time	2 class periods
Teaching Approach	Individual activity
Materials and Resources	NCIS system, NCIS Micro-SKILLS

RESOURCES



Careers and Education In Nebraska

Careers and Education in Nebraska is an annual news tabloid which provides occupational and educational information for the state. The tabloid includes articles on the economy of Nebraska, job search tips, and resource agencies. A special section provides descriptions of approximately 200 job titles which include outlook for employment, beginning wage expectations, and educational requirements for each job title. Other sections supply names and addresses of Nebraska postsecondary schools and descriptions of financial aid available to students.

Cost and Availability: Free

Contact:

Nebraska Career Information System
421 Nebraska Hall
University of Nebraska-Lincoln
Lincoln, NE 68588-0552
(402)472-2570

Nebraska Career Information System (NCIS)

The Nebraska Career Information System (NCIS) provides current labor market and educational information in easy-to-understand formats to individuals, schools, and social agencies. NCIS is recognized by the State Occupational Information Coordinating Committee as Nebraska's state-based career information delivery system in accordance with the Carl D. Perkins Vocational Education Act. The purpose of NCIS is to improve career choices and training opportunities.

NCIS collects current local and national labor market and educational information and presents it in ways that are understandable and simple to use. The occupational information covers about 95% of employment throughout the state, and it is updated continuously. The educational files include programs of study and training leading to a license, degree, or certificate in an occupation, plus information on private schools in Nebraska and more than 3,000 two and four-year colleges and universities throughout the country. The educational information is updated annually. The Nebraska Career Information System develops and maintains a variety of delivery systems for delivering the information. NCIS provides extensive technical help. Representatives of NCIS are available to consult with user site personnel about how to install and implement the system effectively.

Information Files and Sorting Programs:

NCIS includes the following information and sorting modules. Access to information will vary with the choice of delivery system.

- **QUEST**: a 21-question computerized sorting tool that helps individuals explore personal career options in light of the current labor market. After completing QUEST, the individual receives a list of potential occupations that are compatible with his or her reported interests and abilities.

- **Micro-SKILLS**: a sorting device that allows an individual to prioritize satisfying skills and compare those skills with future occupations. Ratings for Holland codes, occupational clusters, and best matches are given.

- **Occupations**: information about 391 occupational categories that cover more than 95 percent of the employment opportunities in Nebraska and major kinds of work found elsewhere in the country. The occupational descriptions include required aptitudes and skills, work setting, preparation, licensing, wages, current employment, and outlook. Occupations are clustered according to common, specific, functions, through the Standard Occupational Classification (SOC) manual.

- **Military Career Information**: information describing over 200 occupations in the military including work setting, training provided, and lists of military specialties.

- **Programs of Study and Training**: information about all types of postsecondary education, from apprenticeship to professional degrees, descriptions of each program, and listings of the schools offering the programs in Nebraska.

- **National SCHOOLSORT**: a sorting device that allows an individual to search the National School File for colleges and universities that match educational needs. The seven selectors are programs of study, degree, region, school setting, school size, admission requirements, and maximum tuition and fees.

- **Financial Aid**: information about major sources of financial aid for college and postsecondary education, together with detailed information about specific national, state, and local scholarships. The scholarships are organized into six major groups: field of study, talent awards, academic excellence and need, personal characteristics, organizational affiliation, and local scholarships.

- **Working for Yourself**: a frank discussion of the rewards and costs of self-employment and descriptions of the possibilities for self-employment in the different groups of occupations. The Working for Yourself File also describes characteristics of successful entrepreneurs and essential aspects of business planning and operation.

- **Job Search**: instructional information about job-seeking necessities such as writing a resume, interviewing, writing cover letters, researching employers, and finding out about benefits and labor laws.

User Services:

- **Training**: User services representatives provide comprehensive training for new and experienced users.

- **User's Handbooks**: Each student or client receives a User's Handbook to help guide them through NCIS. The handbook includes the QUEST questionnaire, a complete index of NCIS occupations, programs of study, and schools, and instruction and commands for using the system.

- **Implementation Handbook**: The person who is responsible for coordinating the use of NCIS in the school or agency receives an Implementation Handbook. This handbook outlines in detail the capabilities and information in NCIS and also ways to use it effectively with students or clients. A section in the handbook contains learning activities educators can use to put NCIS to work in counseling and in classes.

- **Follow-up and Technical Assistance**: Staff works with schools and agencies who use NCIS to solve problems, help plan new uses for the system, and to improve operations.

Cost and Availability:

Clients and students are not charged for using NCIS. However, the institutions using NCIS are charged a lease fee, which varies according to choice of delivery system.

The Nebraska Career Information System is currently used in over 250 sites. User sites include school districts, JTPA programs, community colleges, displaced homemaker programs, education service districts, four-year colleges and universities, private vocational rehabilitation and counseling firms, agencies and schools serving the disadvantaged and handicapped, private industry, the State Vocational Rehabilitation Division and public libraries.

Contact:

Nebraska Career Information System
421 Nebraska Hall
University of Nebraska-Lincoln
Lincoln, NE 68588-0552
(402) 472-2570

Occupational Outlook Handbook

A major source of occupational information listing some 200 occupations. Provides information concerning working conditions, job duties, training or education required, earnings, future employment trends, lines of advancement and location. The *Handbook* also includes data for selected industries including location, principal occupations and working conditions.

Note: A major source of vocational guidance information for individuals making the transition from school to work and for individuals entering or reentering the work force at later stages in their life. Covers many, though not all, occupational areas. Job titles are coded to the 4th edition *Dictionary of Occupational Titles.*

Date of Issue: Biennial - 1990-91 Latest edition

Cost and Availability: $17.00 (paper), $22.00 (cloth).
Make check payable to "Superintendent of Documents" Available in most high school or community college counseling centers: also available in libraries.

Occupational Outlook Quarterly

Variety of articles on job outlook. Topics covered in recent issues: high paying jobs that do not require a 4-year degree, job outlook for college graduates through the mid 1990's, jobs of the future, job opportunities in federal, state, and local government, how workers obtain their training, fastest growing occupations.

Date of Issue: Quarterly

Cost and Availability: $5.00 per year. Make check payable to "Superintendent of Documents."
Available in college, university, high schools, and public libraries.

Contact: Government Printing Office Bookstore
120 Banister Mall
5600 East Bainster Road
Kansas City, MO 64137
(816)765-2256

Occupational Projections and Training Data

National information on demand and supply conditions, training and qualifications for over 200 occupations. A statistical and research supplement to the 1986-87 Occupational Outlook Handbook.

Date of Issue: 1990

Cost and Availability: $5.00
Make check payable to "Superintendent of Documents"

Contact: Government Printing Office Bookstore
120 Banister Mall
5600 East Bainster Road
Kansas City, MO 64137
(816)765-2256

Military Career Guide:
Employment and Training Opportunities in the Military

Provides an occupational basis for interpreting ASVAB results by describing 134 military enlisted jobs which are related to ASVAB scores. Also includes descriptions of 71 officer occupations. Military occupations are linked to civilian job groupings and to publications which describe civilian careers.

Date of Issue: 1988-89

Cost and Availability: Free

Contact: U.S. Military Entrance Processing Command
2500 Green Bay Road
North Chicago, IL 60064
(800) 323-0513

Military Career Paths

Outlines career progression for selected military occupations

Date of Issue: 1990

Cost and Availability: Free

Contact: U.S. Military Entrance Processing Command
2500 Green Bay Road
North Chicago, IL 60064
(800) 323-0513

Dictionary of Occupational Titles, Fourth Edition Revised

A comprehensive classification system, developed by the U.S. Department of Labor, that includes over 20,000 occupational titles. Provides detailed descriptions of job duties and knowledge and skill requirements. The Occupational descriptions are arranged so that closely related jobs are grouped together.

Note: Widely used in job placement and vocational counseling. Each occupation has nine-digit code, part of which identifies the job relationship to data, people, things.

Date of Issue: 1991

Cost and Availability: $40 - 2 volume set

Contact:
Government Printing Office Bookstore
120 Banister Mall
5600 East Banister Road
Kansas City, MO 64137
(816)765-2256

Guide for Occupational Exploration, Second Edition

A tool for career exploration developed by the U.S. Department of Labor. Provides information about job duties, working condition,s skills, and abilities needed and entry requirement for each of 66 occupational groups called "Work groups." Occupational titles and codes from the Dictionary of Occupational Titles are also listed for each work group.

Note: The work groups are organized into 12 general interest areas to aid in locating those of the most interest in the individual. Designed to be used by vocational counselors and by individuals without counselor assistance.

Date of Issue: 1984

Cost and Availability: $14.00 May be found in local school career centers and libraries.

Contact:
American Guidance Service
Publisher's Building
Circle Pines, Minnesota 55014

U.S. Industrial Outlook

Narrative discussions and statistics on current and projected developments for over 200 selected industries. Incudes short and long-term outlook statements.

Date of Issue: Annually

Cost and Availability: $28.00
Make check payable to "Superintendent of Documents."

Contact: Government Printing Office Bookstore
120 Banister Mall
5600 East Bainster Road
Kansas City, MO 64137
(816)765-2256

Standard Industrial Classification Manual

The Standard Industrial Classification was developed for use in the classification of establishments by type of activity in which they are engaged, for purposes of facilitating the collection, tabulation, presentation, and analysis of data relating to establishments and for promoting uniformity and comparability in the presentation of statistical data collected by various agencies of the US government, state agencies, trade associations, and private research organization. Each establishment is assigned an industry code on the basis of its primary activity, which is determined by its principle product or group of products produced or distributed or services rendered.

Note: The Revised *SIC* manual will show more categories for service industries, including computer sales, physical fitness facilities; video tape rental, tax preparation services. The manual also establishes new classifications for cable and other pay television firms, radio/telephone communication services, and other high-tech industries.

Date of Issue: 1987

Cost and Availability: $24.00
Make check payable to "Superintendent of Documents.
Available in public, college and university libraries

Contact: Government Printing Office Bookstore
120 Banister Mall
5600 East Bainster Road
Kansas City, MO 64137
(816)765-2256

Standard Occupational Classification Manual

A manual for users of the Standard Occupational Classification (SOC) system developed to standardize reporting of occupational data to the federal government. It contains a short description of the work performed for each of 662 occupational titles, and also lists the *Dictionary of Occupational Titles (DOT)* titles and code related to each SOC title.

Date of Issue: 1980

Cost and Availability: $30.00
Make check payable to "Superintendent of Documents."
An index to the SOC by DOT code is also available (*"Index: Standard Occupational Classification Manual"*)

Contact: Government Printing Office Bookstore
120 Banister Mall
5600 East Bainster Road
Kansas City, MO 64137
(816)765-2256